كتاب Interactions New في القراءة والكتابة المتقدمة





تم تحميل هذا الملف من موقع المناهج الإماراتية	
موقع المناهج ⇦ المناهج الإماراتية ⇦ الصف الثاني عشر المتقدم ⇦ لغة انجليزية ⇦ الفصل الأول ⇦ ملفات متنوعة ⇦ الملف	
تاريخ إضافة الملف على موقع المناهج: 2026-11-25 23:48:29	
المزيد من مادة لغة انجليزية:	ملفات ا كتب للمعلم ا كتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس

التواصل الاجتماعي بحسب الصف الثاني عشر المتقدم					
صفحة المناهج الإماراتية على فيسبوك					
المواد على تلغرام	التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات	

المزيد من الملفات بحسب الصف الثاني عشر المتقدم والمادة لغة انجليزية في الفصل الأول	
1	كتاب Interactions New في القراءة والكتابة المتقدمة
2	مراجعة قواعد نهاية الفصل
3	اختبار تجريبي نهاية الفصل (محلول)
4	اختبار تجريبي نهاية الفصل للغة الإنجليزية المتقدمة
5	الفصل نهاية التمارين وبنك الامتحان دليل :Your Road to Success

تحميل تطبيق المناهج للهواتف الذكية	
تطبيق المناهج على App Store (آبل)	تطبيق المناهج على Play Google (أندرويد)

UAE Edition

NEW

INTERACTIONS

GRADE 12 ADVANCED

2025–2026

READING AND WRITING

Elaine Kirn
Pamela Hartmann
Brenda Wegmann
Miki Knezevic

Mc Graw Hill

NEW INTERACTIONS

READING AND WRITING

12

Grade

Advanced

Elaine Kirn
Pamela Hartmann
Brenda Wegmann
Miki Knezevic

Mc Graw Hill

UAE Edition, New Interactions, Grade 12 Advanced Reading and Writing

By Elaine Kirn,
Pamela Hartmann, Brenda Wegmann,
Miki Knezevic, and
McGraw Hill Authors

New Edition Series Editor:
Danae Kozanoglou

Copyright © 2025 by McGraw Hill.

Published by McGraw Hill.

All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of McGraw Hill, including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning. Exclusive rights by McGraw Hill for manufacture and export. This book cannot be re-exported from the country to which it is sold by McGraw Hill.

ISBN: 9781398964099



mheducation.com

Table of Contents

	Scope and Sequence	iv-vii
1	Pushing Boundaries	2
2	Rise to the Challenge!	22
3	Compete or Cooperate?	42
4	The Ties That Bind	62
5	Healthy Mind, Healthy Body	82
	Image and Text Credits	102

Scope and Sequence

Chapter	Reading	Writing
1 Pushing Boundaries p2	Previewing the topic and vocabulary Identifying the main idea and details Predicting the content of a reading text Distinguishing facts from assumptions	Organizing, drafting, editing, writing, and rewriting a blog Free writing Conducting peer reviews
2 Rise to the Challenge! p22	Finding the main idea of a reading text Identifying secondary ideas in paragraphs Analyzing the title of a reading text Making inferences from the text Identifying the purpose of the author	Organizing information using a graphic organizer (Venn diagram) Making notes to compare different situations Using details to support ideas Using transition words and phrases to connect ideas Organizing, drafting, editing, and writing a comparative essay about life in a megacity and a small town or village Writing a blog post about the types of government in two countries
3 Compete or Cooperate? p42	Reading for details Finding the main idea of a reading text Distinguishing facts and opinions Scanning for numbers in a text	Connecting ideas without using transition words Writing a blog post comparing furniture stores Writing a short article about failed dreams and ambitions

Critical Thinking	Vocabulary	Language Focus
Synthesizing and discussing ideas from a reading text	Previewing vocabulary	Understanding words with similar meanings
Identifying inferences	Getting meaning from context: words with similar meanings	
Identifying strong opinions	Expressing facts and assumptions	
	Expressing strong opinions	
Reflecting critically on statements	Getting meaning from context	Understanding compound words
Synthesizing and discussing ideas from a reading text	Building new words with prefixes and suffixes	Analyzing words with prefixes and suffixes
Reflecting on questions related to a topic	Identifying compound words	Words in phrases (lexical chunks)
	Identifying words in phrases (lexical chunks)	Transition words and phrases (linking words and phrases)
	Identifying transition words and phrases	
Interpreting the title of a reading text	Getting the meaning of idiomatic expressions from context	Figuring out idiomatic expressions and specialized terms
Synthesizing and discussing points from a reading text	Getting meaning of specialized terms from context	Understanding metaphors
	Matching compound adjectives with appropriate nouns	Using compound adjectives
	Inferring meaning of words in an article and matching them with their definitions	

Scope and Sequence

Chapter	Reading	Writing
4 The Ties That Bind p62	Identifying the main ideas of paragraphs in a reading text Identifying the different elements of an expository essay	Making notes to compare different situations Defining a clear thesis statement for an expository essay Developing the topic for an expository essay in complete body paragraphs
5 Healthy Mind, Healthy Body p82	Using the opening statement to predict the content of a paragraph Paraphrasing the main idea of a reading text Identifying details supporting an author's opinions Using headings to predict content Identifying the point of view of a reading text Distinguishing between fact and opinion Identifying an opinion essay Organizing information using a continuum	Using a Venn diagram to compare and contrast two ideas Writing an opinion essay on how customs and lifestyles in developed and developing countries affect happiness Writing a blog post discussing your opinion on various statements

Critical Thinking	Vocabulary	Language Focus
Synthesizing and discussing ideas from a reading text	Matching words and phrases with their definitions	
Reflecting on questions related to a topic	Using context to complete sentences	
	Identifying words from the same family	
	Scanning for words with specific meaning	
Synthesizing and discussing ideas from a reading text	Getting the meaning of idiomatic phrases from context	Recognizing synonyms
Reflecting on questions related to a topic	Identifying compound words	
Ranking items using a continuum	Getting meaning of specialized terms from context	
Taking a stand on a topic		

Chapter 1

Pushing Boundaries

Chapter Goals

- **Reading:** Identifying topics, main ideas and details, using prior knowledge and making predictions, distinguishing facts from assumptions, thinking critically and expressing opinion, understanding words with similar meaning in context.
- **Writing:** Expressing strong opinion, stating facts, giving examples, using arguments/evidence to support opinion, free writing, concluding, drafting, reviewing, editing and finalizing a text (blog).

Focus on the Images

- What are the people in the images doing? Are the activities physically and mentally demanding? Why? Why not?
- Which activities do most people tend to associate with the mind?
- How does the human brain change as people get older?

Brainstorm and Associate

- Words and phrases that come to mind about human genius
- Ideas and feelings about discoveries

Think and Comment

"Follow your heart, but take your brain with you."

Alfred Adler *(1870–1937)*







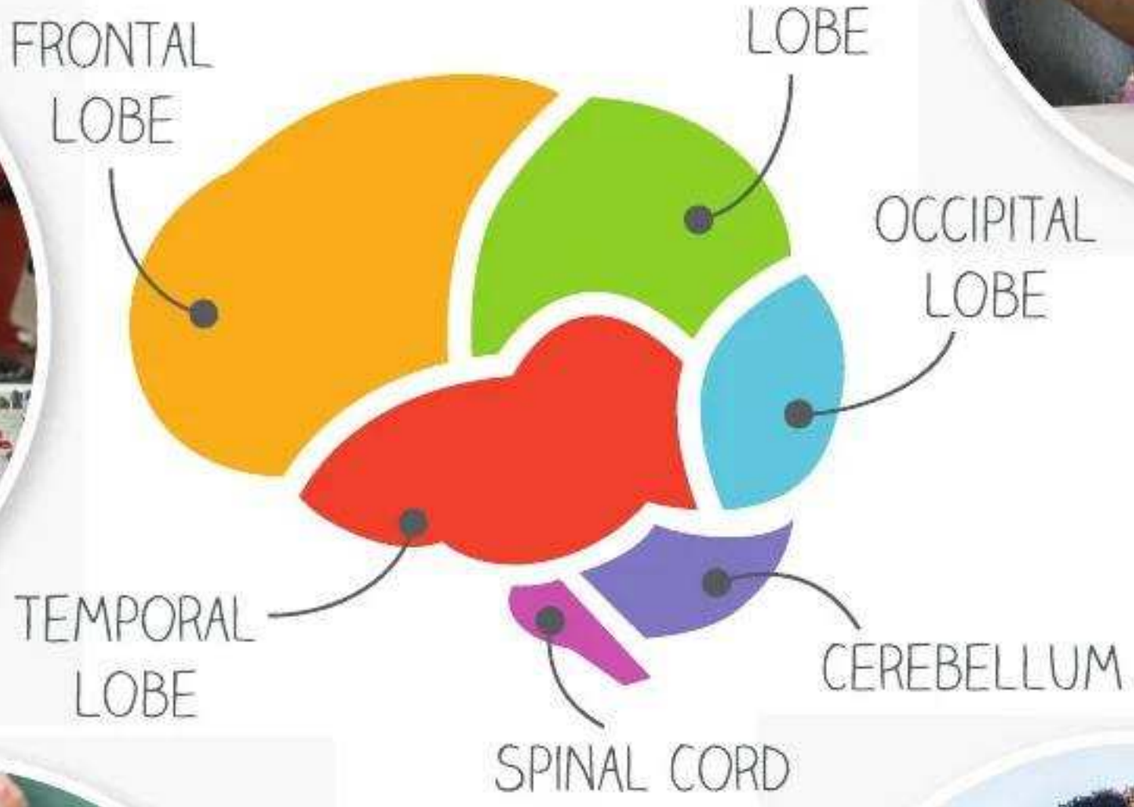


READING 1 The Human Brain

Before You Read









HUMAN BRAIN



1 **Topic** Think about and discuss the following:

1. Which areas of the brain do you think a person might use to compose music? To skateboard? To do math? To paint a picture?
2. If you feel cold and want to put on a sweater, which area of the brain is probably active?
3. Which area(s) of your brain might you be using when you have a memory of a beautiful sunset? Of a tennis game that you played last week?
4. Do you think that teenagers' brains are more similar to the brains of children or of adults?
5. Do you think there are any differences in the way of thinking between men and women?

2 **Vocabulary** Read and listen to the following words and phrases and compare them with your list of words from your brainstorming. Put a check mark (✓) next to the words you don't know. Don't use a dictionary.

Nouns			Adjectives		Expression
blood vessels	logic	neuroscientists	cognitive	precise	going into training
colleagues	maturation	origins	logical	repressed	
hemispheres	maturity	toxins	mature		
intuition	memory	wiring			

3 **Thinking and predicting** Work with a partner or in small groups. Read the following questions and suggest possible answers. Make notes under each question.

1. How are human brains different from animal brains?

_____

2. Why do some people seem to be more creative than others?

_____

3. What is the difference between the left and right sides of the brain?

_____

4. How can we improve our memories?

_____

5. What activities may make people less focused intellectually?

_____

6. What activity may make people more relaxed?

_____

4 **Predicting topics and information** Look at the headings of the paragraphs in the reading text. What is the topic of each paragraph? What kind of information do you expect to read about in each paragraph? Make notes in the chart.

	Headings	Topic and Information
Paragraph A	New Discoveries	**1.** _____? **2.** _____?
Paragraph B	Left Brain/Right Brain: Truth or Myth?	**1.** _____? **2.** _____?
Paragraphs C and D	Memory: True or False?	**1.** _____? **2.** _____?
Paragraph E	The Teen Brain	**1.** _____? **2.** _____?
Paragraph F	Male versus Female Brain?	**1.** _____? **2.** _____?
Paragraphs G and H	A Change of Mind?	**1.** _____? **2.** _____?

While You Read

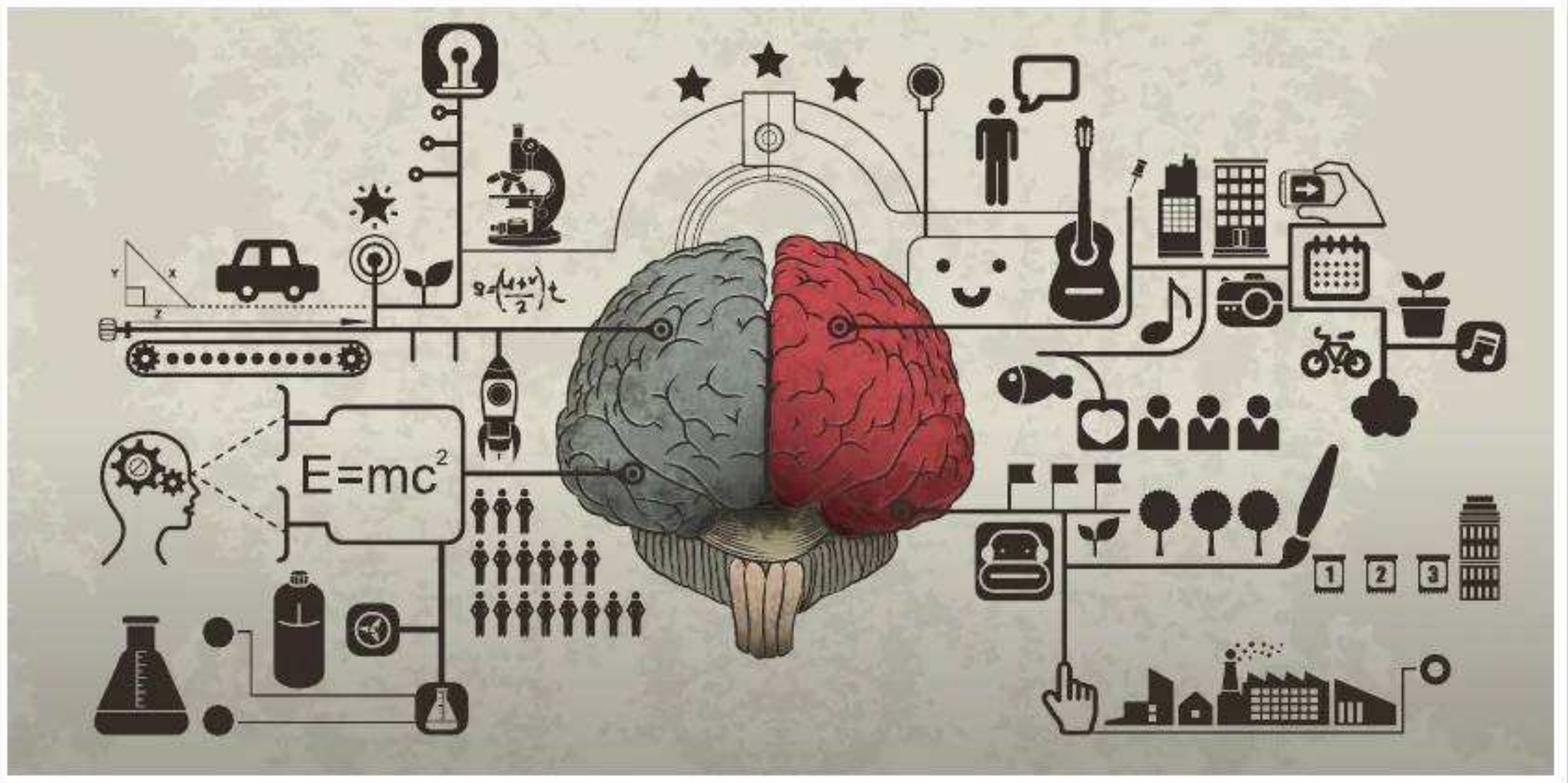
5 **Reading** Read the article and compare your expectations in 4 with the content of each paragraph.

6 **Reading again** Read the article again and compare your suggested answers in 3 with the information in the article. Are there answers for all the questions in the article? Discuss with a partner or in a group.

The Human Brain

New Discoveries

A Most of us learn basic facts about the human brain in our middle or high school biology classes. We study the subcortex, the "old brain," which is found in the brains of most animals and is responsible for basic functions such as breathing, eating, drinking, and sleeping. We learn about the neocortex, the "new brain," which is unique to humans and is where complex brain activity takes place. We find that the cerebrum, which is responsible for all active thought, is divided into two parts, or hemispheres. The left hemisphere, generally, manages the right side of the body; it is responsible for logical thinking. The right hemisphere manages the left side of the body; this hemisphere controls emotional, creative, and artistic functions. And we learn that the corpus callosum is the "bridge" that connects the two hemispheres. Memorizing the names for parts of the brain might not seem thrilling to many students, but new discoveries in brain function are exciting. Recent research is shedding light on creativity, memory, maturity, gender, and the possibility of changing the brain.



Left Brain/Right Brain: Truth or Myth?

B Scientists agree that the left hemisphere of the brain specializes in different areas or skills than the right hemisphere. Up until recently, many believed that people were either left-brained (in other words, more logical) or right-brained (in other words, more creative) depending on which hemisphere they used most. However, new research suggests that this is a myth and that dividing creativity and logic into the right and left hemispheres is a simple way of looking at the human brain, as well as the things a person can do. Rather than being separated, the two hemispheres continually collaborate. Being able to solve a mathematical equation requires both logic and creativity. So does producing a work of art. Therefore, scientists are now theorizing that any type of activity requires the use of different parts of the brain both in the left hemisphere and the right. The confusion was probably caused in the 1940s when doctors would surgically separate the

two hemispheres in patients suffering from seizures. After such an operation, the patient's brain seemed to function normally, but there were disruptions in perception and cognition which proved that the left and right hemispheres were different.





Memory: True or False?

C In the 1980s in the United States, there were many cases of adults who suddenly remembered, with the help of a psychologist, things that had happened to them in childhood. These memories had been repressed – held back – for many years. Some of these newly discovered memories have sent people to prison. As people remember crimes that they saw or experienced as children, the police have reopened and investigated old criminal cases. In fact, over 700 cases have been filed that are based on these repressed memories.



D However, studies in the 1990s suggested that many of these might be false memories. At a 1994 conference at Harvard Medical School, neuroscientists discussed how memory is believed to work. It is known that small pieces of a memory (sound, sight, feeling, and so on) are kept in different parts of the brain; the limbic system, in the middle of the brain, pulls these pieces together into one complete memory. But it's certain that people can "remember" things that have never happened. Even a small suggestion can leave a piece of memory in the brain. Most frightening, according to Dr. Michael Nash of the University of Tennessee, is that "there may be no structural difference" in the brain between a false memory and a true one.

The Teen Brain

E Parents of teenagers have always known that there is something, well, different about the teen years. Some parents claim that their teenage children belong to a different species. Until recently, neuroscience did not support this belief. The traditional belief was that by the time a child was eight to twelve, the brain was completely mature. However, very recent studies provide evidence that the brain of a teenager differs from that of both children and adults. According to Jay Giedd of the National Institute of Mental Health, "Maturation does not stop at age ten, but continues into the teen years" and beyond. In fact, Giedd and his colleagues found that the corpus callosum "continues growing into your 20s." Because, it is believed, the corpus callosum is involved in

self-awareness and intelligence, the new studies imply that teens may not be as fully self-aware or as intelligent as they will be later. Other researchers, at McLean Hospital in Massachusetts, have found that teenagers are not as able (as adults are) to "read" emotions on people's faces.



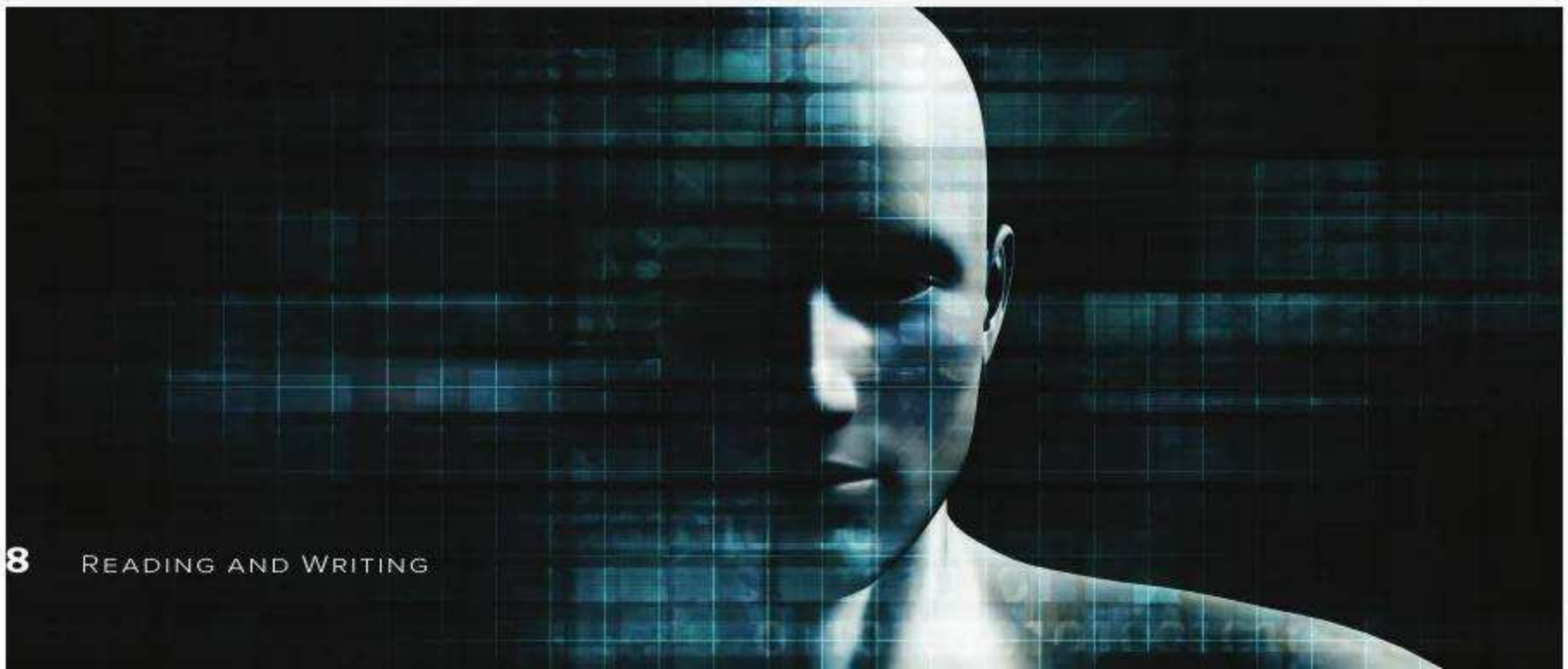
Male versus Female Brain?



F Watch a group of children as they play. You'll probably notice that the boys and girls play differently, speak differently, and are interested in different things. Of course, there are gender differences but do they really determine the way male and female brains work? As with the left-brain and right-brain theory, scientists in the past studied the origins of these differences and proposed the theory of male versus female brain. Some of their arguments were interesting. For example, they suggested that men were better at reading maps and fixing stuff, whereas women were better at multitasking, using their intuition, or reading the emotions of people in photographs. After further research, however, some scientists don't agree with the male–female distinction of brains. They believe that our brains are "plastic" and can change in many different ways throughout our lives despite our gender. Although the debate over male and female brains continues, it seems that they are more alike than we used to think.

A Change of Mind?

G We all know the expression "to change your mind". But is it possible literally to change your mind – or, to be more precise, to change your brain? Reports from 2005 say yes. First, the bad news, at least for smokers: a study from the University of Aberdeen and the University of Edinburgh, in Scotland, concludes that smoking makes people less intelligent. On cognitive tests (that is, tests that involve judgment), smokers did significantly worse than non-smokers. The theory is that toxins – poisons – in the smoke enter the blood and damage blood vessels providing the brain with oxygen. And there is more bad news, for most of us: a study from the University of London says that "infomania" – the constant flood of information from cell phones, emails, and text messaging – can reduce intelligence by ten points on an IQ test.



H However, there is also good news: meditation seems to change the "wiring" in the brain in several positive ways. In a study that compared the brains of eight lifelong Buddhist meditators who work with the Dalai Lama with the brains of beginner meditators, scientists discovered that there were significant differences. The expert meditators had higher levels of gamma brain waves, which improve memory, learning, and concentration. Meditation appears to do for the brain what physical training does for the body. The researcher Richard Davidson said, "The trained mind, or brain, is physically different from the untrained one." Perhaps we should consider going into training.

After You Read

7 **Getting meaning from context** Find the words from the vocabulary in the reading text and try to figure out their meaning from context.

blood vessels	*going into training*	*maturation*	*origins*
cognitive	*hemispheres*	*mature*	*precise*
collaborate	*intuition*	*maturity*	*repressed*
colleagues	*logic*	*memory*	*toxins*
disruptions	*logical*	*neuroscientists*	*wiring*

Skills Focus

Strategy

Distinguishing Facts from Assumptions

Words or expressions in statements usually indicate the existence of facts – that is, information that has been proven accurate. Here are some more words that indicate facts:

certain	*know*	*positive*	*scientific*	*sure*
clear	*objective*	*prove*	*show*	

Other words can indicate assumptions – that is, ideas that are believed by some people but have not been proven to be true. Here are some more words that indicate assumptions:

(dis)agree	*imply*	*possibly*	*theorize*
claim	*likely*	*probably*	*think*
doubt	*possible*	*subjective*	

8 **Distinguishing facts from assumptions** For each statement, write fact or assumption, according to the presentation of information in the reading selection *The Human Brain*. (You'll need to look back at the reading text for words that indicate fact or assumption.)

1. There's no doubt that the left hemisphere is different to the right hemisphere.

   _____

2. A person isn't just "left-brained" or "right-brained".

   _____

3. The myth of left-brain and right-brain is due to scientific research conducted in the past.

   _____

4. A logical activity and an artistic activity require both brain hemispheres to be active.

_____

5. Over 700 cases have been filed that are based on newly discovered memories.

_____

6. Many newly discovered memories are false.

_____

7. Small pieces of memory are kept in different parts of the brain.

_____

8. People "remember" things that have never happened.

_____

9. There is no structural difference between a false memory and a true one.

_____

10. The brain of a teenager differs from that of both children and adults.

_____

9 **Thinking critically** If you want to improve your brain, what can you do? Turn back to the reading text and find at least one way. In a small group, discuss your own ideas about what you can or will do to improve your brain.

READING 2 Personality: Nature or Nurture?

Before You Read

1 **Brainstorming** Focus on the images and the title of the article *Personality: Nature or Nurture?* Brainstorm ideas, feelings, and words that have to do with teens, children, and adults.

	Children	Teenagers	Adults
Feelings			
Attitudes			
Behavior			
Personality			

2 **Thinking critically** Reflect on what you have already read about factors that determine our personality. Recall issues you discussed in Chapter 8 and discuss the statements. Do you agree or disagree? Give reasons for your answer.

1. Our personality is affected by the combination of chemicals in our body.
2. A person is born with a certain personality that cannot change.
3. Social and cultural factors have little influence on the development of one's personality.

Tip When referring to people in general we can use "you" (or "one" in more formal or written discourse) to mean any one person.

3 **Thinking and predicting** Discuss the following questions in pairs.

1. Which plays a more important role in a person's life – the environment in which they grow up or the natural traits that they are born with?
2. How can identical twins help us understand what characteristics we inherit from our parents?
3. Do you think traits like optimism, anxiety, or shyness are heritable? (If not, how are they developed in one's personality?)
4. How do our genes affect our personality traits?
5. What do you think is the biggest difference between humans and animals?
6. What can parents do to raise their children the best way possible?

While You Read

4 **Reading** Read the article and compare with your answers in 3. How many of your answers agree with the ideas in the article?

2. What details about the topic does the paragraph provide? (Choose more than one answer.)
   - **A** Jim Lewis and Jim Springer were identical twins who grew up together.
   - **B** Jim Lewis and Jim Springer were identical twins who grew up separately.
   - **C** They have similar physical characteristics, interests, and preferences for specific products.
   - **D** They married twin sisters.
   - **E** Their example indicates the significance of genetics in determination of identity.
3. The main idea of the paragraph is that _____.

C Various research centers are studying identical twins in order to discover the "heritability" of behavioral characteristics – that is, the degree to which a trait is due to genes ("nature") instead of environment. They have reached some surprising conclusions. One study found, for example, that optimism and pessimism are both very much influenced by genes, but only optimism is affected by environment, too. According to another study, genes influence our coffee consumption, but not consumption of tea. Anxiety (nervousness and worry) seems to be 40 to 50 percent heritable. Another study tells us that happiness does not depend much on money or love or professional success; instead, it is 80 percent heritable! Among the traits that appear to be largely heritable are shyness, attraction to danger (thrill seeking), choice of career, and religious belief.

---

1. What is the main topic of paragraph C?
   - **A** research centers
   - **B** optimism and pessimism
   - **C** behavioral characteristics
   - **D** happiness
   - **E** heritability of behavioral characteristics
2. What details about the topic does the paragraph provide? (Choose more than one answer.)
   - **A** Researchers want to understand "heritability."
   - **B** Researchers are studying identical twins.
   - **C** Most behavioral characteristics are the result of genes, not environment.
   - **D** A person who has money, love, and success will probably be happy.
   - **E** Examples of characteristics that are heritable to some degree are optimism, pessimism, happiness, thrill seeking, and choice of career.
3. The main idea of the paragraph is that _____.







D It is not easy to discover the genes that influence personality. The acid that carries genetic information in every human cell, DNA, contains just four chemicals: adenine, cytosine, guanine, and thymine. But a single gene is "spelled out" by perhaps a million combinations. As the Human Genome Project (which provided a "map" of human genes) was almost complete in the spring of 2000, there were a number of newspaper headlines about specific discoveries: Gene Linked to Anxiety and Thrill Seeking Due to Genetics. The newspaper articles led people to believe that a single gene is responsible for a certain personality trait, in the same way a single gene can be responsible for a physical characteristic or disease. However, one gene alone cannot cause people to become anxious or thrill seeking. Instead, many genes work together, and they direct the combination of chemicals in the body. These chemicals, such as dopamine and serotonin (which affect a person's mood), have a significant influence on personality.



1. What is the main topic of paragraph D?
   - **A** the Human Genome Project
   - **B** the effect of genes on personality
   - **C** chemicals
   - **D** DNA
   - **E** thrill seeking
2. What details about the topic does the paragraph provide? (Choose more than one answer.)
   - **A** It's difficult to find out which genes influence personality.
   - **B** A single gene is responsible for each personality trait such as thrill seeking.
   - **C** Many genes work together.
   - **D** Genes direct the combination of chemicals in the body.
   - **E** Chemicals have a significant influence on personality.
3. The main idea of the paragraph is that _____.

E If, indeed, personality traits are, on average, about 50 percent heritable, then environment still plays an important role. Unlike other animals, human beings have choice. If our genes "program" us to be anxious, we can choose a low-stress lifestyle or choose to meditate or do relaxation exercises. But because of the powerful influence of genes, most psychologists believe that there is a limit to what we can choose to do. Thomas Bouchard, a psychologist and the director of one twin study, says that parents should not push children in directions that go against their nature. "The job of a parent," he says, "is to look for a kid's natural talents and then provide the best possible environment for them."

1. What is the main topic of paragraph E?
   - **A** the role of environment
   - **B** personality traits
   - **C** anxiety
   - **D** psychologists
   - **E** parenting
2. What details about the topic does the paragraph provide? (Choose more than one answer.)
   - **A** Environment still plays an important role.
   - **B** Human beings have choice.
   - **C** Human beings can choose to do anything they want.
   - **D** Psychologists say that parents should not push children against their nature.
   - **E** Parents should provide their child with the best environment for the child's natural talents.
3. The main idea of the paragraph is that _____.





6 **Getting meaning from context** For each definition, find a word in the reading that has a similar meaning and write it on the line.

Paragraph A

1. the origins of something = _____
2. exactly the same = _____

Paragraph B

3. come together again = _____
4. important = _____

Paragraph C

5. because of = _____
6. can be passed on from grandparents and/or parents to children = _____

Paragraph D

7. excitement = _____

Paragraph E

8. strong = _____

7 **Thinking critically: identifying inferences** Read the statements and on the next page about the article *Personality: Nature or Nurture?* Put a check mark (✓) by the statements that you can infer from the reading. Put an X by the other statements, even if you think they are true. Then, on the lines after each inference, write the phrases from which you inferred the information. Leave the other lines blank.

1. _____ The philosophical question of nature/nurture is an old one.

_____

_____

2. _____ The environments in which Jim Springer and Jim Lewis grew up had no effect on their behaviors or personalities.

3. _____ The goal of twin studies is to identify the amount of influence from genes, and the amount from education and experiences, that determine our identity.

4. _____ The possibility of being happy is mostly a result of our genes, not our situations in life.

5. _____ A single gene determines each personality characteristic.

6. _____ The genetic contribution to personality is complicated.

7. _____ Human beings are able to change their family genetics.

After You Read

8 **Understanding words with similar meanings** The words in each of the following groups have similar meanings, but they are not exactly the same. Match the words with their definitions by writing the letters on the lines. If necessary, check your answers in a dictionary.

1.
_____ brain
_____ mind
_____ memory

A the faculty of thinking, reasoning, or feeling
B the ability to remember
C an organ of the body that controls thought and feeling

2.
_____ identity
_____ personality
_____ behavior

A the qualities of a person specific to him or her
B the way a person is recognizable as an individual or as a member of a particular group
C the way that someone acts

3.
_____ insight
_____ knowledge
_____ logic

A thinking and reasoning with formal methods
B understanding that comes from experience and learning
C the power of using one's mind (especially the right brain) to understand something suddenly

4.
_____ colleague
_____ peer
_____ co-worker

A a person of equal status or age
B a person who works in the same place as another
C a person who works in the same profession as another

9 **Thinking and discussing** Think about family members and other people you know. Discuss the questions in small groups.

1. Do you know any identical twins? If so, how are they similar or different?
2. What characteristics are found in many of your family members or members of other families you know well? Think of characteristics such as the following and make notes:

- interests
- health
- optimism or pessimism
- anxiety
- happiness
- shyness
- thrill seeking
- choice of career
- religious belief
- artistic talent
- other (your ideas)
- _____
- _____
- _____
- _____

10 **Commenting** Comment on how one's personality and behavior develop throughout their life. What factors play a role in this development? Think about the following points.

- close family and relatives
- friendships
- teachers
- pleasant and unpleasant experiences
- surroundings, for example town, neighborhood, nature

WRITING The Truth about Multitasking



1 **Topic** Think about multitasking and discuss the questions in pairs or small groups.

1. Are you good at multitasking? Why? Why not?
2. Do you know people who can multitask successfully? Do you think it is actually possible to do several things at the same time and do them well? Why? Why not?
3. Can you think of people you know who multitask all the time? If yes, give an example that describes how many and what type of things they can do at the same time.

2 **Vocabulary** Think about multitasking in different situations including studying. Brainstorm words and phrases that you associate with multitasking and doing things efficiently and effectively. Make notes.

3 **Reading** Read the sentences and then the article that follows. Focus on meaning and look for clues to help you complete the text with the sentences. Compare with a partner.

A Your productivity decreases when you constantly interrupt yourself by switching from task to task.

B What surprised researchers was that there was a handful of individuals (2.5 percent) who showed no decline in their performance, a few of whom actually showed improved performance when the tasks were combined.

C They would be better off doing each task separately.

The Truth about Multitasking

Surprise: Very few people can actually multitask!

Those who can are the rare exception. Most people who think they are multitasking are actually just shifting their attention rapidly from one thing to another, giving them the impression they are able to do two or more things at the same time.

For the vast majority of people, performing two demanding tasks at once makes them do worse at both tasks. (1) _____ A 2010 University of Utah study investigated what happens to participants' driving ability when they attempt to do other things while driving (in this case, memorize words and solve math problems). Researchers found that 97.5 percent of the 200 participants showed a *significant decrease* in both their driving abilities and memory skills when multitasking. (2) _____ Researchers dubbed this small number of participants "supertaskers." More research is needed: will those participants always be able to do well when performing the two tasks at once? What about tasks other than the ones used in the study?

For most of us, multitasking is inefficient and stressful to the brain. Constantly shifting your attention hurts your concentration and slows learning. (3) _____ You fragment your attention. You lose time.

Even though you may try to do several things at once, the brain does not like it and does not get used to it. Research on university students' media multitasking revealed that heavy multitaskers were less competent at doing several things at once than light multitaskers. (In the study, media included such things as print media, television, computer-based videos, such as YouTube, music, video games, email, texting, cell phone use, web surfing, and other computer-based applications, such as word processing. Students in the study were using these in various combinations.) As the study indicates, spending time multitasking does not make you better at it – in fact, it's just the opposite. The bottom line:

1. Do/Don't _____
2. Do/Don't _____
3. Do/Don't _____ …

4 **Reflecting and identifying** Reflect on how the writer:

- expresses opinion
- states facts
- gives examples
- presents arguments.

Is the writer's opinion expressed in an explicit manner or implied? Did you have to infer? Give examples.

Skills Focus Expressing Opinion in Writing

Strategy

Expressing Strong Opinion

Reflect on the type of expressions you might use to express opinion in writing. Add more examples of expressions you would use to state your opinion in an appropriate manner.

In my opinion,... *I think (that)...*

Compare the examples and number them from 1 (the strongest, most direct) to 3 (the least strong).

I don't think many people can actually multitask _____
Very few people can multitask. _____
I think very few people can actually multitask. _____

If you constantly interrupt yourself, you fragment your attention. _____
Interrupting yourself constantly could fragment your attention. _____
Your attention might be fragmented if you interrupt yourself. _____

Always remember to go back and read what you have written for impact after you have completed it. Think about your readers and how you want to express your opinion. Would you choose to be more or less direct if you want to prompt an immediate reaction?

5 **Identifying strong opinions** Read through the article and highlight sections that express strong opinion.

6 **Completing the text** Read the article again, focusing on the writer's view. Write Dos and Don'ts to provide the "bottom line". Use some of the following words and phrases to help you.

attention	*concentration*	*efficiency*	*interrupt*	*study*
call	*distractions*	*efficient*	*interruptions*	*turn off*
cause	*effective*	*fragment*	*reduce*	*turn on*
concentrate	*effectiveness*	*increase*	*search*	

7 **Thinking critically** Work with a partner or in a group. Consider an opposing view to the one expressed in the text. Brainstorm words and ideas and make notes.

8 **Free writing** Write for ten minutes using the words and ideas that you brainstormed. Don't worry about mistakes. You don't have to show your writing to anyone. You can use it later to draft your text.

9 **Reading and responding** Read and respond to the statements in the chart. You can agree or disagree with different points. Discuss your ideas with a partner and make notes. You will use your ideas later to draft your own text.

Statements	Your Opinion	Examples/Evidence
Very few people can multitask.		
Performing two demanding tasks at once can lead to failure.		
Multitasking is stressful to the brain.		

Multitasking is an inefficient way of doing things.		
When you multitask you fragment your attention.		

10 **Preparing to write** You are going to write a blog or article to be posted in a forum on multitasking.

Tip Remember...

- to address and involve the reader
- that different views can be expressed implicitly or explicitly
- to express your opinion and provide examples, evidence, or other supporting details
- to invite your readers to comment.

11 **Drafting and editing 1: Peer review** Work in pairs. Use your outline and notes and draft your text. Read your draft and make any necessary changes or corrections before you hand it over to a fellow student. Exchange drafts with a partner and review each other's writing. Use the following guidelines to help you.

Content and Effect

- Is the writer's opinion presented in an interesting way?
- Is it supported by reasons, argument, facts, and examples?
- Can you visualize what is being described in examples?
- Should more supporting details be added?
- Are there too many redundant details?
- Can facts, opinions, and feelings be presented differently (more directly or indirectly)?
- Are there sections or sentences that need to be rewritten? Please make suggestions.

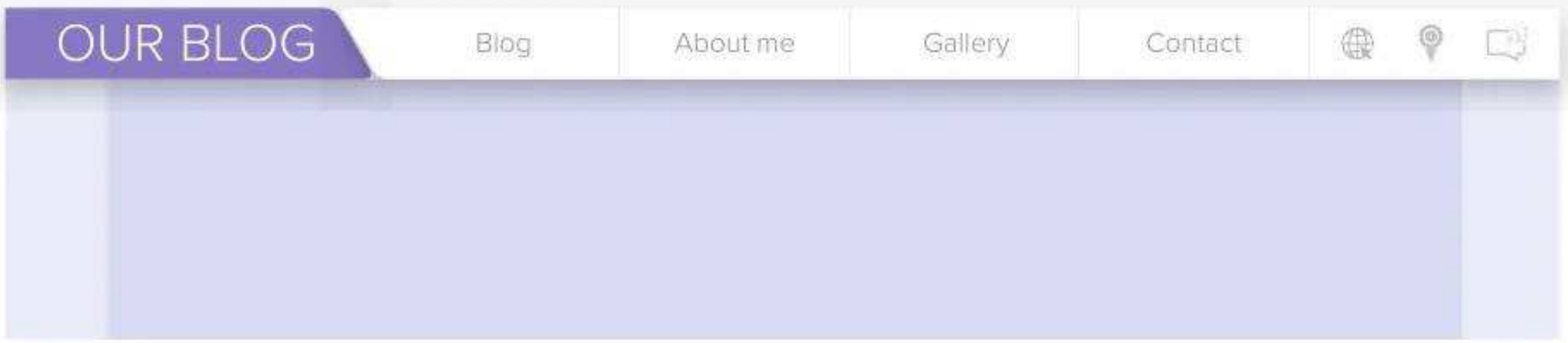
Form

- Punctuation, capitalization, other quotation marks
- Spelling
- Grammar (grammatical accuracy)
- Vocabulary (lexical accuracy)
- Variety of sentences
- Transition (connecting words)

12 **Drafting and editing 2: Peer review** Read the comments on your first draft and make corrections. Exchange second drafts with your partner. Review changes, corrections, and improvements.

13 **Rewriting and finalizing** Rewrite and finalize all the parts of your blog or article.

14 **Blogging** Post your blog or article on OUR BLOG or OUR BLOARD (a board or other surface in class that you can post comments or other work on). Comment on each other's ideas and opinions.



SELF-EVALUATION

Reflect on your learning and assess your progress. Read and circle the number that represents your progress. Use the key below.

5 outstanding **4** very good **3** satisfactory **2** limited **1** unsatisfactory

READING					
I can interpret images and make creative and critical comments.	5	4	3	2	1
I can activate what I know about a topic and answer questions.	5	4	3	2	1
I can think critically and understand inferences.	5	4	3	2	1
I can brainstorm and recall words and phrases related to a topic.	5	4	3	2	1
I can read and identify topics, main ideas, and details.	5	4	3	2	1
I can get meaning from context.	5	4	3	2	1
I can complete a gapped text using clues from the surrounding text and context.	5	4	3	2	1
I can distinguish facts from assumptions.	5	4	3	2	1
I can reflect on previous knowledge to make predictions about a text.	5	4	3	2	1
I can think critically, respond to ideas in text, and express my opinion.	5	4	3	2	1
VOCABULARY					
I can understand vocabulary from context.	5	4	3	2	1
I can understand and use words in context correctly.	5	4	3	2	1
I can identify words and phrases that signpost facts or assumptions.	5	4	3	2	1
I can understand and use appropriate expressions to express strong opinion.	5	4	3	2	1
I can understand and use words and phrases related to the human brain, personality, characteristics, and identity.	5	4	3	2	1
GRAMMAR					
I can use a wide range of verb forms and clauses to describe or comment on something.	5	4	3	2	1
WRITING					
I can read or think, discuss, and make notes.	5	4	3	2	1
I can brainstorm, make notes, and write a blog or article expressing my opinion on a specific subject.	5	4	3	2	1
I can think critically, respond to ideas in text, and express my opinion.	5	4	3	2	1
I can identify facts, reasons, and examples supporting an opinion.	5	4	3	2	1
I can free write about a subject.	5	4	3	2	1
I can draft, edit, redraft, and finalize a text.	5	4	3	2	1
I can give examples and use arguments or evidence to support my opinion.	5	4	3	2	1
I can review and comment on written work.	5	4	3	2	1
RESEARCH AND DOCUMENT					
I can search and find relevant sources on the Internet.	5	4	3	2	1
I can evaluate and select sources and data.	5	4	3	2	1
I can use data selectively to create my own document.	5	4	3	2	1

Chapter 2

Rise to the Challenge!

Chapter Goals

- **Reading:** Finding the main idea of a reading text, identifying secondary ideas in paragraphs, analyzing the title of a reading text, making inferences from the text, identifying the purpose of the author.
- **Writing:** Organizing information using a graphic organizer (Venn diagram), making notes to compare different situations, expressing views on a topic, using details to support ideas, using transition words and phrases to connect ideas.

Focus on the Images

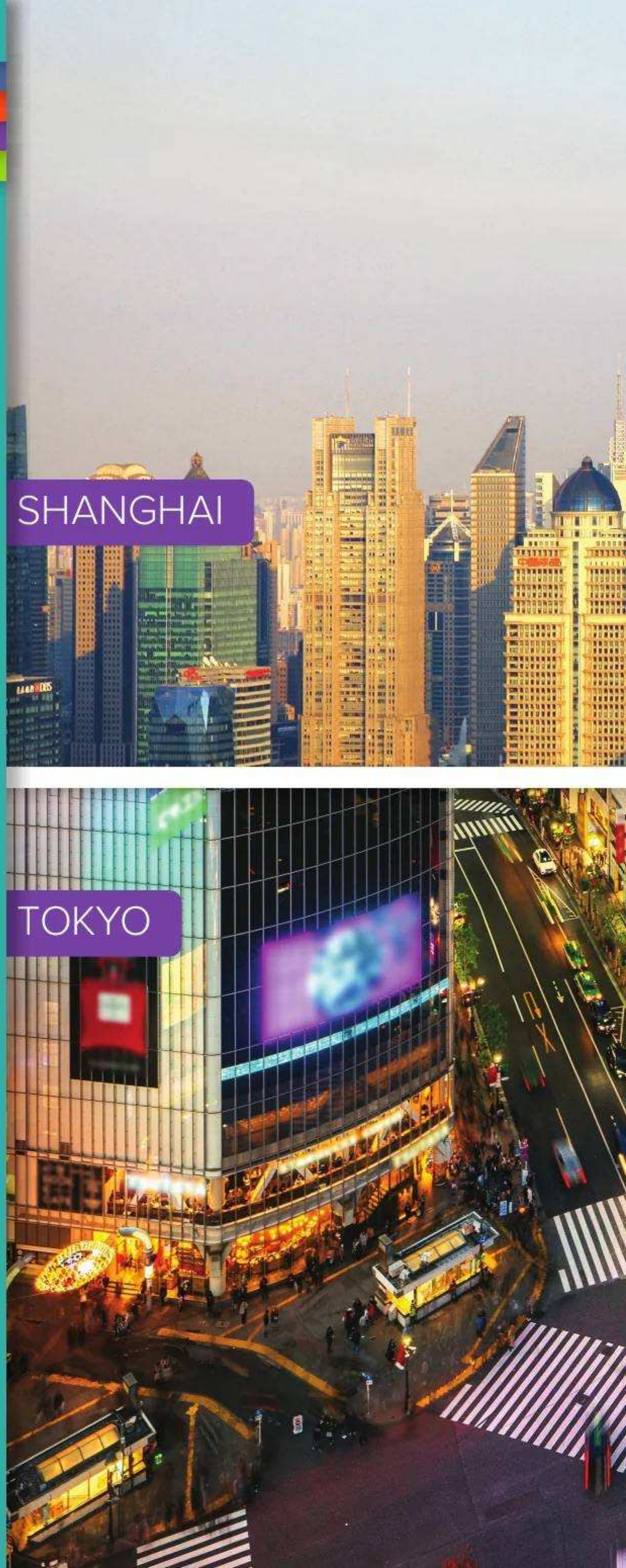
- Look at the images of Shanghai and Tokyo, two of the largest cities in the world. What do you think life is like in these cities? Name some reasons why millions of people around the world choose to live in very large cities.
- Do you believe people can be more creative or inspired in large cities or away from them? Explain your opinion.
- Look at the following Albert Camus quote. What is the message? Why does he describe the beginning of all great deeds and thoughts as *ridiculous*?

Brainstorm and Associate

- Words and phrases that come to mind about cities containing too many people
- Thoughts and feelings that people experience in large cities

Think and Comment

> *"All great deeds and all great thoughts have a ridiculous beginning. Great works are often born on a street corner or in a restaurant's revolving door."*
>
> **Albert Camus**, *French philosopher and writer*



READING 1 Overpopulation Fuels Megacities, for Better or Worse

Before You Read

1 **Topic** Look at the images and discuss the following questions with a partner or in a small group.



1. Look at the images of two of the world's largest cities with a population of over 25 million. What are some of the challenges that people have to deal with in such huge cities?
2. Think about some positive and negative aspects of living and working in a huge city like the ones in the images.
3. Reflect on and compare experiences that you, members of your family, or friends may have had of working in a very large city.
4. Would you accept a job in a very large city if you were offered one by a multinational company? Why? Why not?

2 **Thinking and predicting** Read the section headings and think about information and ideas that you expect to find in the text. Write at least two questions per section that you expect to find the answers to in the text.

1. The Urban Explosion

_____

_____

2. New Problems in Many Places

_____

_____

3. Looking to the Future

_____

_____

3 **Thinking critically** Read the statements. Are they True (T) or False (F) in your opinion? Give reasons. You will have the opportunity to check your answers and correct false statements after you read the article.

Your Opinion	Statements	After You Read	Correct
T F	**A** More people are being born now than in the past, but people are not living as long.		
T F	**B** In 1950, there were no megacities (cities with more than 10 million inhabitants) in the world.		
T F	**C** There may be more than 40 megacities in the world by 2030.		
T F	**D** Many people from the countryside moved to cities because the land couldn't feed them and their families enough.		
T F	**E** India's recent industrial revolution is the most rapid the world has ever seen.		
T F	**F** The highest rate of urban migration is in Sub-Saharan Africa (the part of Africa south of Sahara).		
T F	**G** Well-designed smaller cities can provide better quality for urban life.		

While You Read

4 **Reading** Read the article *Overpopulation Fuels Megacities, for Better or Worse* and find out how many of your questions in 2 are answered. Then read again and compare your answers in 3 with the ideas and information in the article.

Overpopulation Fuels Megacities, for Better or Worse

In the next 30 years, the global population is expected to increase by 2 billion – from 7.7 billion in 2019 to 9.7 billion in 2050. Not only are more babies being born, but people in the 21st century are healthier and they are living longer than ever before. Will we have the **resources** – food, water, energy – to sustain this ever-growing population? Where are all of these people going to live?

The Urban Explosion



Well, not in the countryside. The speed of **urbanization** – the rate at which the **rural** population of the world is moving to larger cities – is amazing. In 1950, only one in three people lived in urban areas, while the rest lived on farms or in towns and small communities. At the same time, only two cities in the world – Tokyo and New York City – were considered megacities: cities with a population of over 10 million. Now, there are 33 megacities and more are being added yearly. Over three million people every week **migrate** from rural areas to cities. The number of megacities is projected to reach 43 by 2030. Already well on their way to becoming megacities are Beihai in China, Palembang in Indonesia, Chittagong in Bangladesh, Toluca in Mexico, and Ghaziabad, Surat, and Faridabad in India.



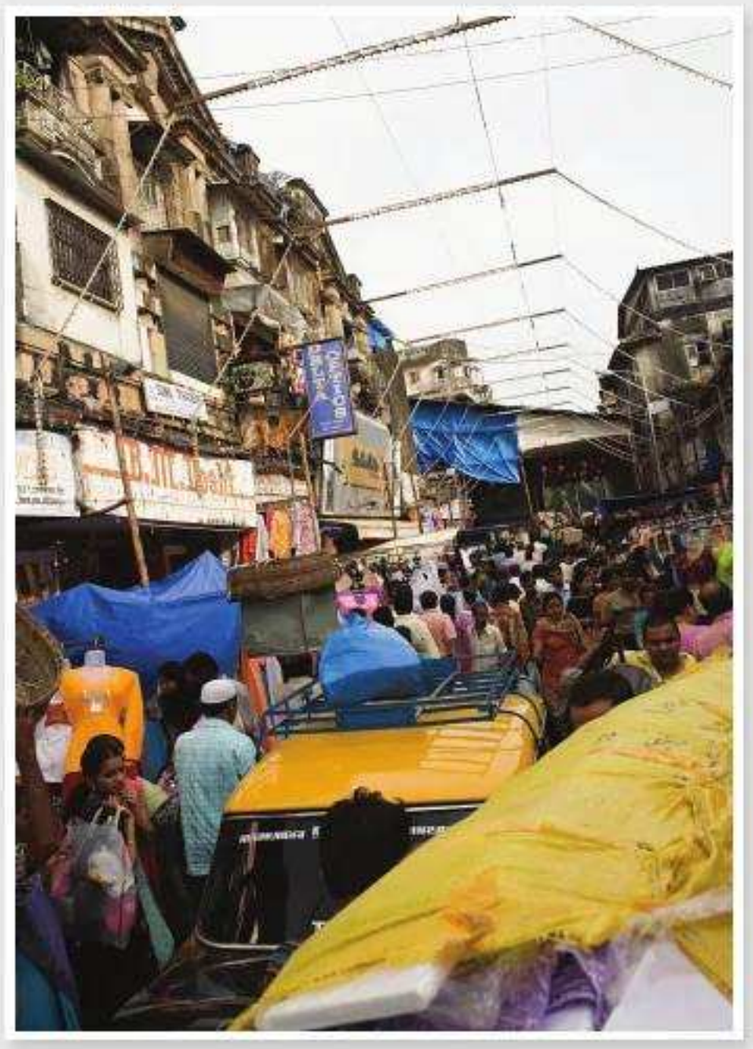
The traditional pattern has been that industrial revolutions **prompt** people to abandon the countryside. North America and Europe experienced their industrial revolutions in the 1800s. This was a time when new machines for farming and **manufacturing** changed human life forever. Farming became more mechanized and this mechanization meant that fewer people were needed to run a farm. Many country **dwellers** moved to cities in search of better jobs, higher wages, and an easier life.

New Problems in Many Places

In China, the recent industrial revolution is the most rapid the world has ever seen. The Chinese economic explosion brought millions of people to the big cities. According to 2019 estimates, more than half of China's population is now urban: 59.7%, or 856.41 million, are living in cities, compared to 578.46 million residing in rural areas. Chengdu, for instance, a smaller city that previously had

been almost unknown except for its panda bears and teahouses, is now a **thriving** industrial and business center of 14 million inhabitants and moving rapidly toward the 20-million mark.

Rapid urbanization creates problems related to housing, education, jobs, clean water supply, sewage treatment, and crime. **Infrastructure** – such as roads, railroads, trains, and metros – needs to be built or enlarged to move the ever-increasing population from place to place. Slums have sprung up around many of the great cities of the world – Rio de Janeiro, Mexico City, Cairo, Mumbai, Beijing – just to name a few places. An estimated one billion people – almost one-seventh of the world's population – live in shanty towns mainly in Africa, Latin America, and Asia.



The highest rate of urban migration is in Sub-Saharan Africa. Due to armed conflicts among different groups, failing crops, droughts, and floods, people are fleeing to cities at twice the rate of other countries. Because they are not economically sound, these cities are unable to **incorporate** the huge populations moving into them. In the United Nations Population Fund report released in October 2011, editor Richard Kollodge had noted that many countries in Sub-Saharan Africa have high birth rates but low economic growth rates. "The population is growing faster than the government's ability to meet the need for services, education, and health. Economic growth isn't keeping up with population growth," Kollodge had said. This is true today, too. The result is that the countries are rapidly becoming poorer.

Looking to the Future

Is there any hope for the future? Experts in many fields are working on the problems of overpopulation and overcrowded cities. The two problems are closely tied. Education of women and access to birth control can lead to fewer and healthier children. City planners and architects can devise cities that make **optimal** use of the finite land of the Earth. Engineers can work on ways to develop new water sources and improve the infrastructure of cities and public transportation. Scientists are finding new types of clean energy and ways to reduce carbon **emissions**. Agricultural expertise can help grow the food to feed the masses. All of this will take international cooperation and vast sums of money.

And how does all of this relate to megacities? Population expert Joel Cohen suggested that well-designed smaller cities of about one million could provide a better future for urban life. But at the rate the population is growing now, Cohen said, "We are going to need to construct a city of a million people every five days for the next 40 years."

Skills Focus Identifying the Main Idea of a Reading Text

It is often useful to find the main idea (the most important concept) of an article. Sometimes the main idea is expressed right at the beginning in a topic sentence. Then the rest of the article gives details to support the idea, or gives explanations or subordinate (secondary) ideas that relate to it. Usually, however, the main idea is not stated in one sentence, and you have to read through the whole article to find it. Do not confuse the main idea with a subordinate idea that relates to only one part of the article.

5 **Reading for the main ideas** Look at the following statements. Then choose the one that you think best expresses the main idea of *Overpopulation Fuels Megacities, for Better or Worse*, and mark it with M for Main Idea. Two of the statements express secondary ideas; mark those with S for Secondary Idea. One of the statements expresses an idea that is not included in the article at all; mark that one as NI for Not Included.

1. _____ Because of armed conflicts and bad weather conditions, many people in Africa and other parts of the world are leaving rural areas and going to live in cities that cannot support them.

2. _____ The urbanization now happening in China is a great success because the country is industrializing very fast, and so its cities have no slums around them and offer good jobs for everyone.

3. _____ In recent years, the world's huge population is going through a time of rapid urbanization that in many places is presenting new problems that need to be solved for the good of humanity.

4. _____ In 1950, there were just two megacities on the planet: New York and Tokyo; now there are at least 33 and every year more are added.

Skills Focus Meaning from Context

Strategy

Understanding the Meaning of Words from Context

The context of something is the general situation that relates to it. The context of a word is what goes before it and after it. You can often guess the meaning of a new word by reading past it to the next sentence. If the meaning is still unclear, read the sentence before the word. If necessary, read the whole paragraph. Then go back and try to understand the word again.

6 **Understanding the meaning of words from context** Choose the best definition or synonym for each of the italicized words. If necessary, go back to the article and read the word again in its larger context. If you are unsure, try putting the synonym you have chosen into its place in the sentence and see if it makes sense.

1. *An estimated* one billion people – almost one-seventh of the world's population – live in shanty towns... (Hint: How do people get a number like this?)

A a calculated
B an exact
C a large
D an imaginary

2. The traditional pattern has been that industrial revolutions prompt people to *abandon* the countryside.

A appreciate
B dislike
C fear
D leave

3. *Slums* have sprung up around many of the great cities of the world... (Hint: Look for a synonym in the next sentence in the article.)

A vegetable gardens on very small parcels of ground
B free government housing developments
C high-tech companies offering low salaries
D extremely poor unplanned neighborhoods

4. Due to armed conflicts..., failing crops, *droughts*, and floods, people are fleeing to cities... (Hint: Notice that in a list the items belong to the same category and also, often two items of opposite meaning are placed side by side to give a contrast.)

A bad politics and corruption
B times of confusion
C times with no rain
D unemployment

5. Because they are not economically *sound*, these cities are unable to incorporate the huge populations...

A crowded
B designed
C strong
D weak

6. City planners... can devise cities that make optimal use of the *finite* land of the Earth.

A extended
B limited
C unlimited
D wild

7. Engineers can... *improve* the infrastructure of cities...

A defend
B destroy
C learn about
D make better

8. Agricultural *expertise* can help grow the food to feed the masses. (Hint: Think about the meaning of the smaller word inside of *expertise*.)

A knowledge
B labor
C machinery
D wealth

7 **Vocabulary** Read and listen to the words listed in the left-hand column. Read the article again and use the context to work out the meaning of these words (provided in bold). Then match these words with their definitions.

Words		Definitions
1. resources	_____	**A** to make someone decide to do something
2. urbanization	_____	**B** in the countryside
3. rural	_____	**C** successful and developing well
4. migrate	_____	**D** something people have that they can use
5. prompt	_____	**E** people who live in an area
6. manufacturing	_____	**F** necessary systems and services for society to work effectively
7. dwellers	_____	**G** the best
8. thriving	_____	**H** to move from one place to another
9. infrastructure	_____	**I** creating goods and materials in large numbers
10. incorporate	_____	**J** the amount of something that is sent out into the air
11. optimal	_____	**K** the growth of cities from people that leave the countryside
12. emissions	_____	**L** to make someone or something part of a large group or area

After You Read

8 **Thinking critically** Look at the images and, thinking critically, answer the questions.






1. What do you find most fascinating about big cities? Which one would you choose to study in? Explain your reasons.
2. In your opinion, what should a big city be like in order to offer a good quality of life?
3. Would you choose a megacity to work or raise a family in? Explain your reasons for each.
4. In the future, do you think it is realistic to build many smaller cities (up to one million people) instead of expanding overcrowded ones? Give reasons for your opinion.

READING 2 My Roof is Alive!

Before You Read

Skills Focus Titles

Strategy

Analyzing the Title of a Reading Text

In general, a title has two purposes: to give you an idea of what the article is about and to motivate you to read it by prompting your interest or curiosity. A good title is both informative and interesting, and helps to set the stage (prepare your mind) for a good reading text. So, before you start, analyze the title by following these steps:

1. Look at the title to see what information it gives about the reading. What points or themes are mentioned? What parts aim to prompt interest or curiosity in the reader?
2. Decide what words or phrases you don't understand and try to clarify them (make them clear). Sometimes they depend on prior knowledge (what a reader should already know). In that case you may have to go to another source (dictionary, phrase book, Internet) to get the meaning.
3. Finally, paraphrase the title (express it in your own words).

1 **Analyzing the title of a reading text** By yourself or with a partner, use the Strategy and analyze the title of the article *My Roof is Alive!*

1. Write down the title. What do you think the article is about? Underline the words in the title that helped you decide. Do you think the title is interesting? Why? Why not?

_____

2. What do you think "My Roof is Alive!" means? Can you think of a friend or family member whose roof is "alive"? Have you visited or seen images of places where buildings have roofs that are "alive"? Where are they located? Is it possible to have a roof that is "alive" in the town or city where you live?

_____

_____

3. Do you think people can create such roofs? What reasons might cause people to create such roofs, if at all?

_____

While You Read

2 **Reading** Read the article and compare your ideas in 1 with the information in the article. How similar or different were your ideas and expectations about roofs that are "alive"?

My Roof is Alive!







A Dense concrete jungles, crowned by tar and asphalt rooftops, cause a number of complex problems. They raise temperatures in urban areas and cause stormwater run-off that can overflow sewage systems and rivers. Living roofs offer simple solutions to these problems. A living, or green, roof refers to a rooftop covered by water-absorbing plants like grasses and succulents, which greatly reduce the temperature above and around the building and lead to lower energy costs and significantly less stormwater run-off.

B The tradition of growing plants on rooftops can be traced back to prehistoric Scandinavia where sod, or dirt, roofs provided greater insulation and reinforced the structural integrity of humble dwellings. Homes in Norway can still be found where grass, plants, and even full-size evergreens spring from the roofs, though the term "sod roof" is a misnomer. The roofs are covered with a layer of birch wood that provides the waterproofing for the home below.

C In the 1970s, Germany developed the technology to create lightweight, low-maintenance living rooftops over urban dwellings. The city of Chicago, which covered 20,000 square feet above its City Hall with vegetation in 2001, led the new movement in North America. Officials saw immediate benefits to their action when a 50 degree difference was recorded between

the green roof and a nearby black tar roof. In the ensuing years, the city estimates that it has saved around $3,600 in annual cooling and heating costs. Officials believe that if all Chicago rooftops went green, the reduction in energy demand would be equivalent to reducing demand by 750,000 consumers and the load on the city's sewer system would be slashed by almost 70 percent.

D The trend to install living roofs has spread across American cities. The new Washington D.C. baseball stadium has one. The Target Center Arena in Minneapolis has one. The new Visitors' Center at the Brooklyn Botanical Garden calls theirs "a rooftop meadow." Many private and public initiatives help families install their own living roofs, not just for the reduced energy costs and conservation of stormwater but also for the creation of new natural wildlife habitats and increased agricultural space. In addition, living roofs filter pollutants and carbon dioxide out of the air and pollutants and heavy metals out of rainwater.

E The drawbacks of green roofs have to do with the expense of installing the technology on existing structures. Though lightweight, they consist of many layers above the original roof, including insulation, drainage, a root barrier, as well as a water seal, a growing system, and then the plant life itself. The added weight may require additional structural support. But if you can afford to install a living roof, the advantages seem to far outweigh the drawbacks.

3 **Making inferences** Read the statements and put a check mark (✓) next to each statement that you can infer from the reading text. If a statement cannot be inferred from the text, do not check it, even if you think it is true. Then, after the checked statements, write the phrases from which you inferred the information.

1. ✓ Roofs that have plants growing on them can help decrease temperatures in urban areas.
Dense concrete jungles... raise temperatures in urban areas... Living roofs offer simple solutions to these problems.

2. _____ Flooding problems can be minimized in urban areas thanks to roof gardens that absorb large quantities of rainwater.

3. _____ In some places, people plant vegetables on their roofs in order to make a living.

4. _____ The benefits from the living rooftop on Chicago's City Hall prompted others to adopt the same practice.

5. _____ If all Chicago rooftops were green, the energy consumption in this city would be significantly decreased.

6. _____ It is easier to build a green roof from the beginning than to install the technology on existing structures.

7. _____ If someone invests money to install a living roof, sooner or later the benefits will exceed the construction costs.

_____

_____

8. _____ Some private and public organizations install living roofs in order to bring wildlife back to the cities.

_____

_____

After You Read

Language Focus Compound Words

Strategy

Understanding Compound Words

Some English words are called compound words because they are composed (made up) of smaller words joined together. Sometimes the smaller words are linked by hyphens, but most of the time they aren't. If you don't know whether to use a hyphen or not, look the word up in a dictionary or online.

To understand the meaning of compound words, break them into their smaller parts and look at the context. Then you can usually guess their meaning. Here are two examples:

Baseball: The game played especially in North America by two teams of nine players, in which a player hits a ball with a bat (= stick) and tries to run around four bases on a large field before the other team returns the ball.
Water-absorbing: Something that absorbs, or takes in, water.

4 **Understanding compound words** The compound words, written in italics, are taken from the reading text. Guess the meaning of each word by breaking it into the smaller words inside of it. If necessary, go back to the text and look for clues to the word's meaning in its context. (The letter of the paragraph is given for each word to help you to locate it.) Write the meaning on the line underneath.

1. The tradition of growing plants on *rooftops* can be traced back to prehistoric Scandinavia. (B)
Rooftop means the outside part of the roof of a building.

2. A living, or green, roof refers to a rooftop covered by water-absorbing plants like grasses and succulents, which lead to significantly less *stormwater* run-off. (A)

_____

3. Homes in Norway can still be found where grass, plants, and even full-size *evergreens* spring from the roofs, though the term "sod roof" is a misnomer. (B)

_____

4. The roofs are covered with a layer of birch wood that provides the *waterproofing* for the home below. (B)

_____

5. In the 1970s, Germany developed the technology to create *lightweight*, low-maintenance living rooftops over urban dwellings. (C)

_____

6. Many private and public initiatives help families install their own living roofs, not just for the reduced energy costs and conservation of stormwater but also for the creation of new natural *wildlife* habitats and increased agricultural space. (D)

_____

7. Living roofs filter pollutants and carbon dioxide out of the air and pollutants and heavy metals out of *rainwater*. (D)

_____

8. The *drawbacks* of green roofs have to do with the expense of installing the technology on existing structures. (E)

_____

9. But if you can afford to install a living roof, the advantages seem to far *outweigh* the drawbacks. (E)

_____

Language Focus Analyzing Words with Prefixes and Suffixes

A **suffix** is a group of letters added to the end of a word to make a new word. For example, take the noun *accident* and add the suffix *-al* to it, and you get the adjective *accidental*, as in the sentence: *It was an accidental discovery.* Take the verb *read* and add the suffix *-er* and you get the noun *reader*.

Sometimes there is a spelling change. For example, if the word ends in a silent *-e*, sometimes you drop the *-e* before adding the suffix. Sometimes you change the *-e* to *-i* before adding the suffix. Take the noun *finance* and add the suffix *-al*, and you get the adjective *financial*.

Here are examples of some common suffixes:

-al comic + -al = comical; finance + -al = financial

-er teach + -er = teacher; write + -er = writer

-tion connect + tion = connection; educate + tion = education

-ation specialize + ation = specialization; realize + ation = realization

A **prefix** is a group of letters added to the beginning of a word (rather than to the end, like a suffix). Like compound words, words with prefixes sometimes have hyphens and sometimes don't. Three prefixes occur in the reading text: *di*, *over*, and *pre*. Here are the meanings of these three prefixes:

di – *two, double. Dioxide* means that there are two oxygen atoms in a molecule.

over – *more than necessary, too much*. Despite the stiff competition, she was *overconfident* about getting into the school she wanted, so it was a big shock when she didn't.

pre – *before. Pre-cooked* foods help busy people save time when preparing meals.

5 Building new words with suffixes and prefixes Make words used in the reading by adding prefixes and suffixes from the list in the Language Focus to the words in bold. In some cases, you will have to make a noun plural or change a letter or two. Check your answers by finding the words in the reading.

1. In Scandinavia people used to **insulate** the roofs and this *insulation* protected them from weather conditions.
2. Urban areas are ideal places to **conserve** stormwater in order to avoid flooding. That is why planted rooftops are so important; they promote stormwater _____.
3. The **origin** of this painting is unknown. How can you be sure that it is an _____ Van Gogh?
4. Is it possible to **create** habitats for wildlife in a large city? Experts say that the _____ of such habitats is possible by installing green roofs.
5. The **structure** of this building is magnificent. Who is responsible for this _____ miracle?
6. People in Norway **lay** birch wood on their roofs. This _____ of wood makes their roofs waterproof.
7. Modern architecture aims to **reduce** the energy costs of buildings. Sufficient insulation contributes the most to the _____ of energy demands.
8. When it rains heavily for long periods of time, rainwater will **flow** from small rivers to major rivers, causing water levels to rise until the rivers _____.
9. Is there anything you would like to **add** to this plan? Any _____ should be made now.
10. We don't only find out about our ancient **history** from written documents. There are also other sources of information, such as _____ cave paintings.

6 Identifying compound words Look back at the Strategy box called "Understanding Compound Words". Go through the article on living roofs and find each compound word described here. Write the word in the blank provided. Remember that some compound words have hyphens and some do not. The words are presented here in the order of their appearance in the article.

1. a description of the rainwater that forms a stream rather than being absorbed by the ground (paragraph A) *run-off*
2. something is as big as it should be (paragraph B) _____
3. something doesn't need much care or money to stay in good condition (paragraph C) _____
4. a description of a roof that is usually flat and covered by a dark, thick substance that is normally used for making roads (paragraph C) _____

7 Thinking critically Think about and discuss your views on the questions in pairs or groups.

1. Would you choose a living rooftop or a roof with a solar panel to collect energy from the sun for use in your home? Explain the reasons for your choice.
2. Have you ever seen roofs completely covered with vegetation? How does that make you feel? Why?
3. What other technologies or actions do you know about that can offer environmental benefits to cities?

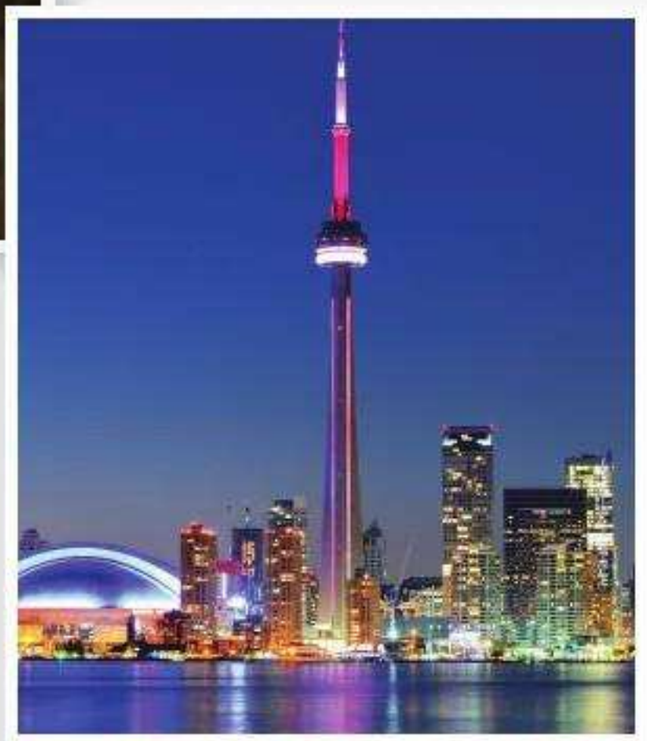
WRITING

Two Different Styles of Democracy: A Personal Viewpoint









1 **Topic** Look at the images of places. Can you tell which are from the U.S. and which are from Canada? Compare ideas with a partner.

2 **Thinking and discussing** Reflect on what you know about the U.S. and Canada and make notes in the chart. You don't have to fill in all the sections. Compare information and ideas in your group.

	U.S.	Canada
Main cities		
Capital		
Language(s)		
Nature		
Government		
Education		
Products		
Other		

3 **Thinking and predicting** Look at the following title and think about the kind of ideas and information you would expect to find in the text. Make notes next to two or more of the listed items (A–D) and add your own ideas in E:

Two Different Styles of Democracy: A Personal Viewpoint

A Democracy in general _____

B Government/administration _____

C Objective comments _____

D Subjective comments _____

E Other: _____

4 **Reading** Read the text and compare it with your ideas in 2 and 3.

Two Different Styles of Democracy: A Personal Viewpoint

After moving to Canada from the U.S., I was surprised to discover a system of government quite different from that of my homeland. First of all, there is a Monarch, currently Queen Elizabeth II of England, who functions as a figurehead but has no real power, although her face appears on Canadian currency.



Also, instead of just two major parties, there are usually three or four parties of importance. Instead of a Congress composed of Congressmen and Congresswomen, there is a Parliament made up of MPs (short for Members of Parliament). Like the U.S., Canada has a Senate, but it is only an advisory body, not the powerful institution I was accustomed to, that can vote in or veto laws. Perhaps most strikingly, there is no President; the most important person, the Executive, is the Prime Minister. These differences, however, go deeper than just having distinct names because in Canada people actually vote for the party, not the person, and the leader of the party that gets the most MPs automatically becomes Prime Minister. The result? You never have the situation that so often plagues and paralyzes any attempts at new laws and reform in the U.S. when the President is from one party and the majority in the House of Representatives and the Senate are from another. As a consequence of this difference, there is more possibility of change in the Canadian style of democracy. Is this better or worse? That is something I am still trying to figure out!

5 **Reading again** Read the text and identify features of government related to Canada and the U.S. Put a check mark (✓) in the appropriate column.

Government Features	U.S.	Canada
1. ceremonial Monarch		
2. Parliament made up of MPs		
3. powerful Senate		
4. congressmen and congresswomen		
5. usually only two parties of importance		
6. Executive role played by Prime Minister		
7. Senate with little power		
8. money with a royal's face on it		
9. Executive and Congress can be from different parties		

Language Focus Words in Phrases (Lexical Chunks)

Chunks are groups of words that go together. A listener or reader usually uses chunks to help them process written or spoken text. Learning words in phrases (word chunks) instead of single words will help you learn and use words accurately and appropriately.

Examples:
- Noun phrase that can include adjectives and other words before or after the noun: *a different system*
- Verb phrase that may include noun objects or adverbs: *discuss a suggestion*
- Prepositional phrase that begins with a preposition: *in other words*
- Infinitive phrase that begins with an infinitive and includes an object after the verb: *to save money*

6 **Identifying word chunks** Read the paragraph again and find and underline words that belong together in phrases (word chunks). Look at the examples in the Focus box to help you.

7 **Reflecting on the text** Read the text again and identify the purpose of the author. Put a check mark (✓) next to the relevant items. You can also add your own ideas.

1. _____ identify similarities
2. _____ compare and contrast
3. _____ provide information
4. _____ define terms
5. _____ present an argument
6. _____ express opinion/viewpoint
7. _____ raise issues
8. _____ make a recommendation
9. _____ reach a conclusion

Now think about how the author involves the reader. How does he or she do it?

_____

Language Focus Transition Words and Phrases (Linking Words and Phrases)

Transition words and phrases are important when you write essays because they connect one idea to the next. They are used within your paragraphs as you move from one idea to another and when you need to move to the next paragraph. This makes the text easier to read, and ideas are presented in a clear and understandable way. In addition to connecting ideas, transition words and phrases:

- show contrast (*but, rather, on the contrary*)
- add information (*also, as well as, moreover*)
- indicate similarity (*like, as, in the same way*)
- illustrate cause (*due to, because of, if... then*) and effect (*as a result, for this reason, consequently*)
- elaborate on an idea (*for instance, specifically, to demonstrate*)
- indicate the sequence of events (*first of all, next, last*)
- conclude or summarize (*generally speaking, in summary/conclusion, overall*).

8 **Identifying text features** Find and underline transition words and phrases in the text and write what they signal (meaning) in the chart. Look at the Focus box to help you.

Transition Words and Phrases	What They Signal (Meaning)
First of all	*sequence of events*

Skills Focus Comparative Essays

Strategy

Writing a Comparative Essay

A comparative essay can be structured in different ways.

Option A: Organize the discussion of each aspect or subject in separate paragraphs. For example, beauty in the past can be placed in one paragraph and beauty in the present in another paragraph. This option is advisable for shorter, less complicated essays.

Order of Paragraphs This is the typical order of paragraphs:

1. Introduction – Remember to use a "hook" to attract the reader's attention. It can be a strong statement, an anecdote, a question, a quote, a surprising or amazing fact, etc.
2. Main paragraph(s)
3. Conclusion

Option B: Alternate your discussion in paragraphs or sections of the same paragraph. For example, in one paragraph discuss skin protection in the past and compare it to skin protection in the present, and in the next paragraph compare eye makeup in the past to modern eye makeup. This option is advisable for longer, more analytical essays that require greater details.

Skills Focus Using Details to Support Your Ideas

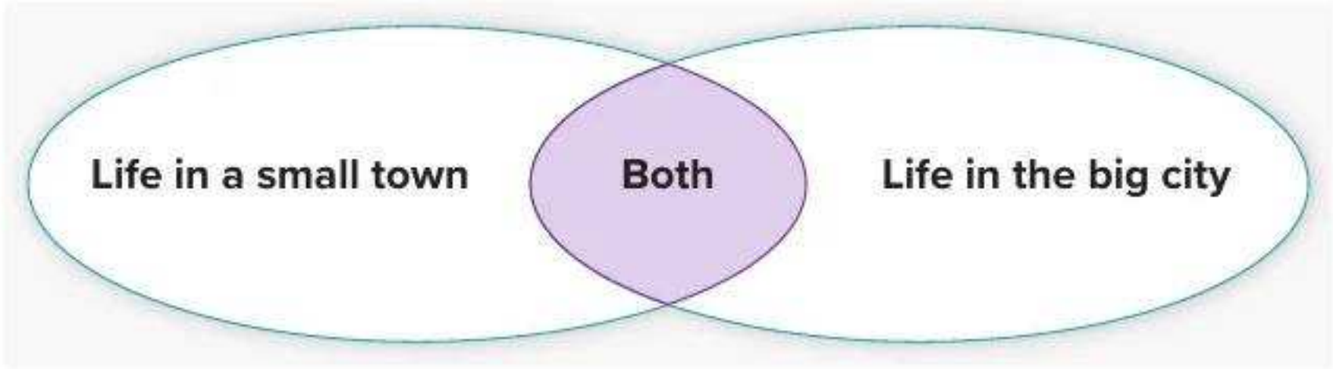
Details are small points. They serve as examples or illustrations of a larger idea and make it more convincing and understandable. For example, if you say, "Tornados can be very destructive," you can describe houses that have fallen down and trees with their roots in the air. These details support your main idea.

9 **Brainstorming and note-taking** Use your personal experience or imagination. You have just moved from a small town or village to a big city to study. Brainstorm ideas about life in a megacity and life in a rural town or village. Think about day-to-day routines, jobs, relationships, community, transport, communication, buildings, etc. Make notes.

Skills Focus Organizing Information: Using a Venn Diagram

Graphic organizers are a way of organizing complex relationships and abstract ideas so that they can be easily understood. A Venn diagram is a type of graphic organizer. It is used to compare and contrast groups of things. In a Venn diagram, overlapping circles or other shapes are used to illustrate the logical relationships between two or more sets of items, for example how the items are similar and different.

10 **Organizing your notes** Organize your notes in a Venn diagram to illustrate the similarities and differences between the aspects of life in a megacity and life in a small town or village. Place similarities in the center (where the circles overlap).



11 **Planning your introduction and conclusion** In a compare and contrast essay, it is good to have the following criteria in mind. When writing your introduction, do:

1. engage the reader
2. provide a background
3. introduce important features/details of both aspects that you plan to comment on
4. focus on the comparison or contrast depending on whether there are more similarities or differences.

When writing your conclusion, make sure that it:

1. summarizes your main points
2. has a final statement, which may be your opinion.

> **Tip** In a compare and contrast essay, it is better to avoid the obvious. If two subjects are very similar, it may be easier to focus on the similarities, but it is usually more interesting to focus on the differences.

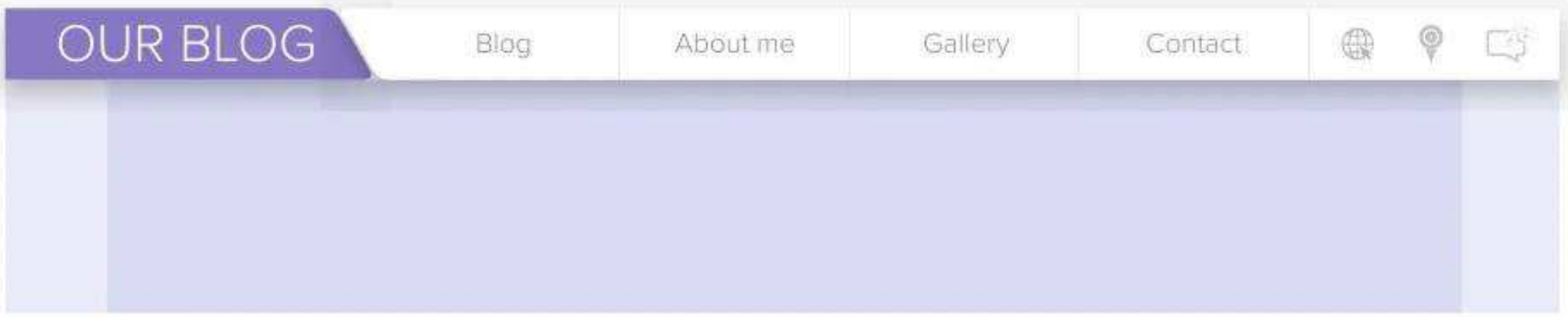
12 **Drafting** Use your notes and draft your essay comparing and contrasting the aspects of life in the city and life in a rural town or village. Remember to use transition words and phrases to connect your ideas.

13 **Drafting and editing 1: peer review** Read your drafts and make changes. Hand over your draft to another student to review and comment.

14 **Drafting and editing 2: peer review** Read the comments on your first draft and make corrections. Exchange second drafts with a partner. Review changes, corrections, and improvements.

15 **Rewriting and finalizing** Rewrite and finalize all parts of your essay.

16 **Blogging** Post your opinions about the types of government in the two countries, the U.S. and Canada, on OUR BLOG or OUR BLOARD (a board or other surface in class that you can post comments or other work on). Comment on each other's opinions.



SELF-EVALUATION

Reflect on your learning and assess your progress. Read and circle the number that represents your progress. Use the key below.

5 outstanding **4** very good **3** satisfactory **2** limited **1** unsatisfactory

READING					
I can interpret images and make creative comments.	5	4	3	2	1
I can activate and answer questions using what I know about a topic.	5	4	3	2	1
I can brainstorm and recall words and phrases related to a topic.	5	4	3	2	1
I can find the main idea of a reading text.	5	4	3	2	1
I can identify secondary ideas in a paragraph.	5	4	3	2	1
I can get meaning from context.	5	4	3	2	1
I can analyze the title of a reading text.	5	4	3	2	1
I can make inferences from a reading text.	5	4	3	2	1
I can identify the purpose of the author.	5	4	3	2	1
VOCABULARY					
I can understand vocabulary from context.	5	4	3	2	1
I can identify word chunks.	5	4	3	2	1
I can understand the meaning of compound words.	5	4	3	2	1
GRAMMAR					
I can analyze or build words with suffixes and prefixes.	5	4	3	2	1
WRITING					
I can make notes to compare different situations.	5	4	3	2	1
I can use transition words and phrases to connect ideas.	5	4	3	2	1
I can use details to support my ideas.	5	4	3	2	1
I can express my views on a topic.	5	4	3	2	1
I can draft, edit, redraft, and finalize written work.	5	4	3	2	1
I can review and comment on written work.	5	4	3	2	1
I can organize notes using a Venn diagram.	5	4	3	2	1
RESEARCH AND DOCUMENT					
I can search and find relevant sources on the Internet.	5	4	3	2	1
I can evaluate and select appropriate sources and information.	5	4	3	2	1
I can use information selectively to create my own document.	5	4	3	2	1
I can cite the references that I used in my research.	5	4	3	2	1

Chapter 3

Compete or Cooperate?

Chapter Goals

- **Reading:** Finding the main idea of a reading text and analyzing its title, distinguishing facts from opinions, understanding metaphors, scanning for numbers in a text.
- **Writing:** Noting facts and details in a paragraph, connecting ideas without using transition words, writing about failed dreams and ambitions.

Focus on the Images

- In your opinion, what is the most important quality for someone who wants to become a very successful athlete?
- What is the most important quality for someone who wants to succeed in business? Is it the same as for an athlete? Why? Why not?
- Some say that both teamwork and competition are crucial to success in sports and business. Do you agree or disagree? Explain.
- In what other areas of life do you think teamwork and competition play important roles? Why?

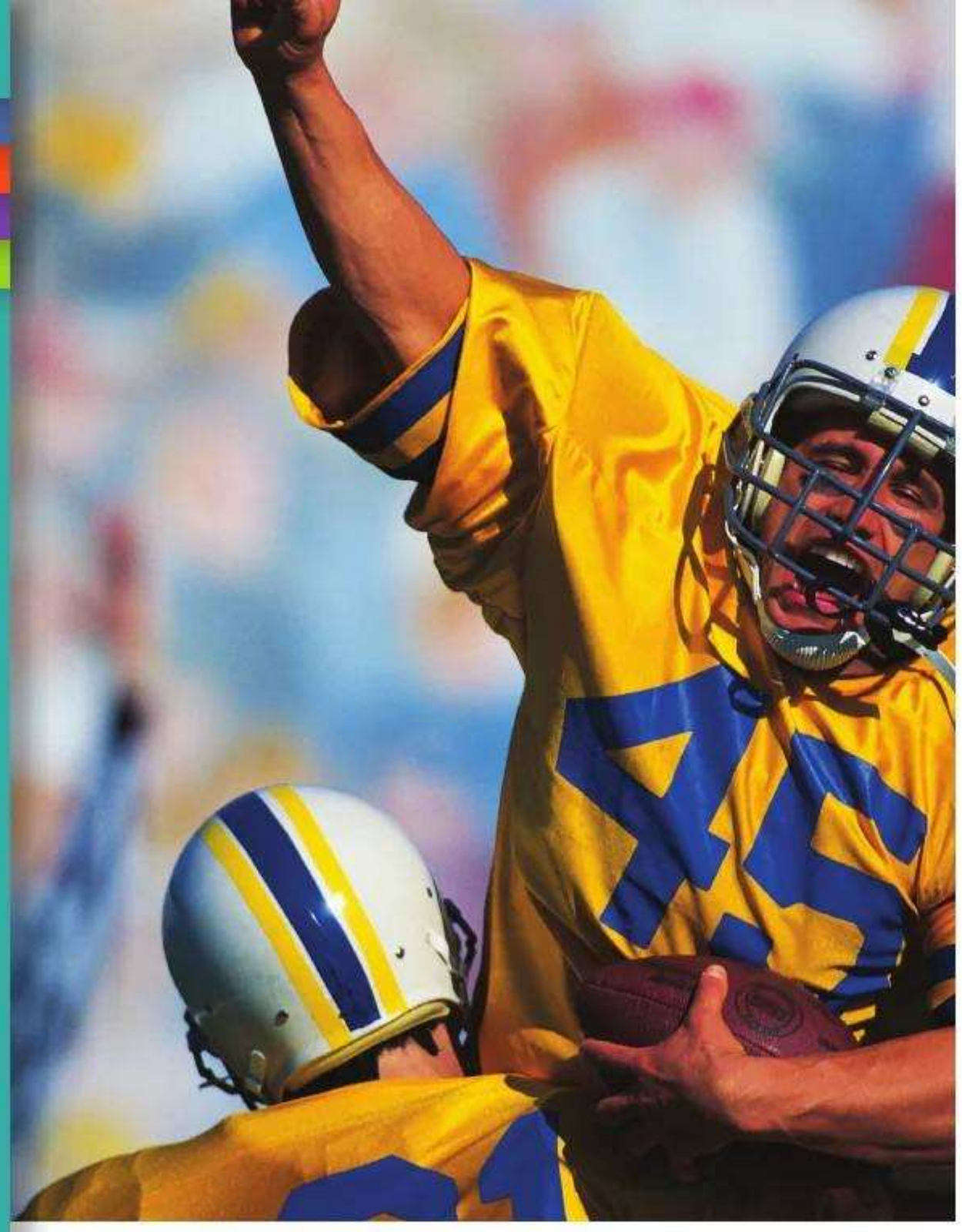
Brainstorm and Associate

- Words and phrases that come to mind about sports and business
- Thoughts and feelings about successful athletes and entrepreneurs

Think and Comment

"Two heads are better than one."

English proverb





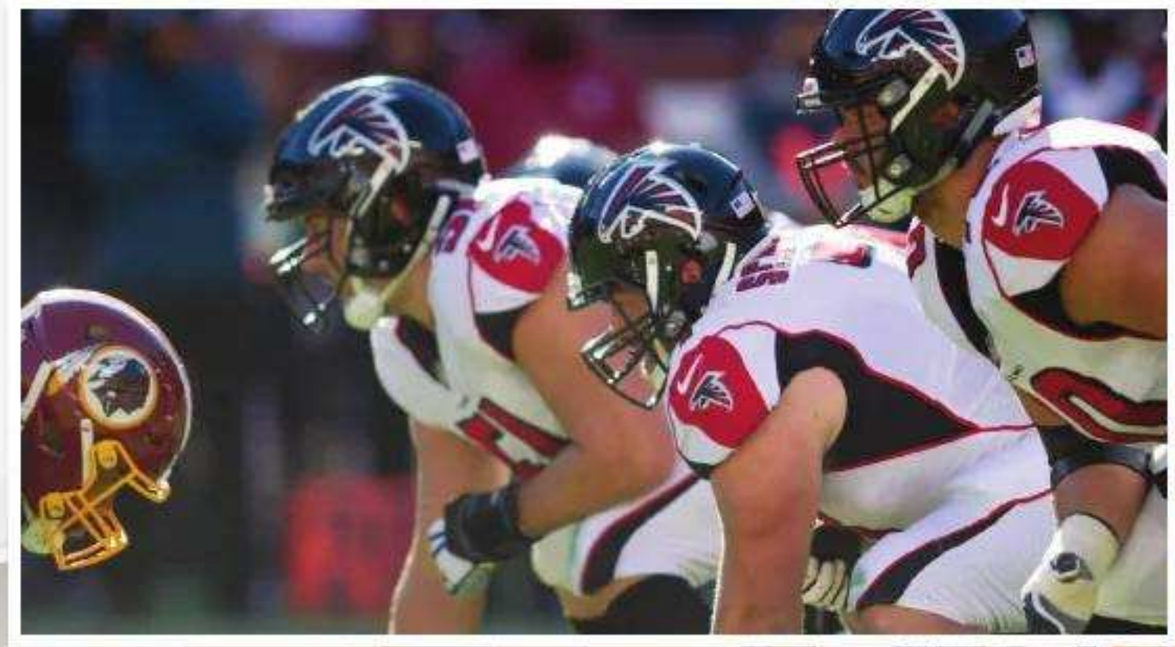


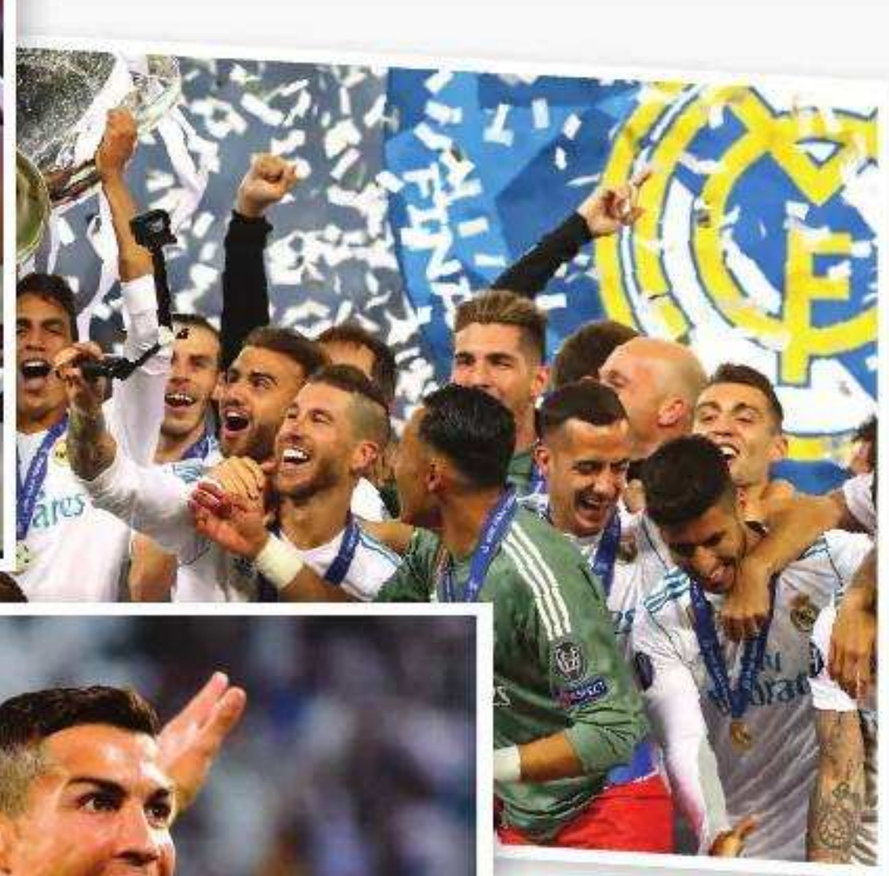

26%
8%

READING 1 I Never Made it to the NFL

Before You Read

1 **Topic** Look at the images and think about sports, star athletes, and top teams. Discuss the questions with a partner or in a group.









1. What does it take for an athlete to get to the top of their chosen sport?
2. At what age do successful athletes begin to train?
3. How do they manage to combine a strict training schedule with studies or work?
4. Why do many children dream of becoming a champion or successful athlete or joining a top team?
5. Which factors are key to the realization of a young person's dreams in sports or other fields?

2 **Critical thinking** Read the following information and interpret the title of the reading text *I Never Made it to the NFL*. Compare ideas with a partner or in a group.

You are going to read an excerpt from Professor Randy Pausch's book *The Last Lecture*, titled *I Never Made it to the NFL*. Professor Pausch had been asked to talk about the issues and important lessons and thoughts that he would share if he knew that it was his last chance. The book contained the information of his last lecture as well as additional thoughts and comments.



Tip The National Football League (NFL) is a professional American football association that consists of 32 teams.

3 **Thinking and predicting** Read part of the introduction to the main text and discuss the questions.

Professors are sometimes asked what they would say in a "last lecture." In other words, what wisdom and important life lessons would they share, if they knew it was their last chance? When Carnegie-Mellon computer science professor Randy Pausch was asked to participate in his university's "last lecture" series, he was in a unique situation: He had recently been diagnosed with terminal pancreatic cancer. On September 18, 2007, he gave what would indeed be his last lecture. Pausch, a married father of three young children, was only 46 at the time. Since then, 10 million people have watched the video of his lecture, *Really Achieving Your Childhood Dreams* (www.thelastlecture.com). In April 2008, the book *The Last Lecture* was published. It contained the information in the lecture, as well as additional insights Pausch wanted to share. The book immediately became a number-one bestseller. The following selection is an excerpt from that book. Although Pausch reports in the book that he "never made it to the NFL" (National Football League), a few months after his lecture, he was invited to participate in a Pittsburgh Steelers practice.

1. Why do you think the professor chose to talk about the NFL? What can you infer about his dreams and ambitions?
2. Would you expect his attitude and viewpoints to be optimistic or pessimistic? Give reasons for your answer.
3. In your view, what was the impact of the Pittsburgh Steelers' invitation? How do you think it made Professor Pausch feel?
4. What does this development (the invitation) imply in relation to dreams and their achievement? Discuss your views.

While You Read

4 **Reading** Read the text *I Never Made it to the NFL* and compare it with your ideas and expectations in 2 and 3.

I Never Made it to the NFL

From *The Last Lecture*
By Randy Pausch with Jeffrey Zaslow

Professors are sometimes asked what they would say in a "last lecture." In other words, what wisdom and important life lessons would they share, if they knew it was their last chance? When Carnegie-Mellon computer science professor Randy Pausch was asked to participate in his university's "last lecture" series, he was in a unique situation: He had recently been diagnosed with terminal pancreatic cancer. On September 18, 2007, he gave what would indeed be his last lecture. Pausch, a married father of three young children, was only 46 at the time. Since then, 10 million people have watched the video of his lecture, *Really Achieving Your Childhood Dreams* (www.thelastlecture.com). In April 2008, the book *The Last Lecture* was published. It contained the information in the lecture, as well as additional insights Pausch wanted to share. The book immediately became a number-one bestseller. The following

selection is an excerpt from that book. Although Pausch reports in the book that he "never made it to the NFL" (National Football League), a few months after his lecture, he was invited to participate in a Pittsburgh Steelers practice. So in a different way from what he had envisioned as a boy, Pausch did achieve his childhood dream of "making it to the NFL." An award-winning teacher and researcher, Pausch also led the Alice Project (www.alice.org), which uses storytelling and interactive game playing in a 3-D environment to introduce young people to computer programming. The software makes it easy for users to create animation. Professor Pausch has also worked with Google, Adobe, Electronic Arts, and Walt Disney Imagineering – achieving many of his childhood dreams along the way.



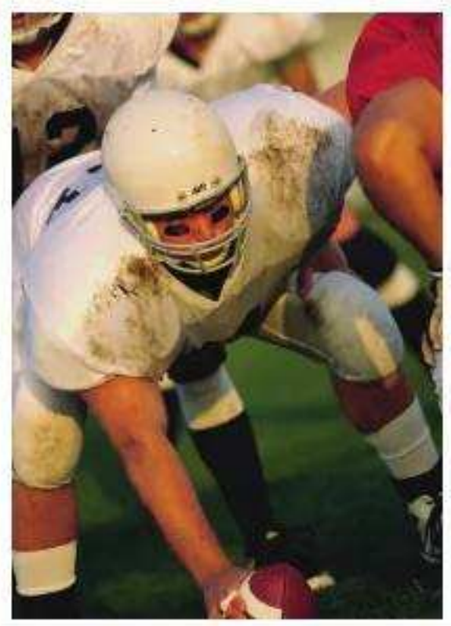
1 I love football. *Tackle* football. I started playing when I was nine years old, and football got me through. It helped make me who I am today. And even though I did not reach the National Football League, I sometimes think I got more from pursuing that dream, and not accomplishing it, than I did from many of the ones I did accomplish.

2 My romance with football started when my dad dragged me, kicking and screaming, to join a league. I had no desire to be there. I was naturally wimpy, and the smallest kid by far. Fear turned to awe when I met my coach, Jim Graham, a hulking, six-foot-four wall-of-a-guy. He had been a linebacker at Penn State, and was seriously old-school. I mean, really old-school; like he thought the forward pass was a trick play.

3 On the first day of practice, we were all scared to death. Plus, he hadn't brought along any footballs.

4 One kid finally spoke up for all of us. "Excuse me, Coach. There are no footballs."

5 And Coach Graham responded, "We don't need any footballs."



6 There was a silence, while we thought about that…

7 "How many men are on the football field at a time?" he asked us.

8 Eleven on a team, we answered. So that makes twenty-two.

9 "And how many people are touching the football at any given time?"

10 One of them.

11 "Right!" he said. "So we're going to work on what those other twenty-one guys are doing."

12 Fundamentals. That was a great gift Coach Graham gave us. Fundamentals, fundamentals, fundamentals. As a college professor, I've seen this as one lesson so many kids ignore, always to their detriment: You've got to get the fundamentals down, because otherwise the fancy stuff is not going to work.

* * *

13 Coach Graham used to work me hard. I remember one practice in particular. "You're doing it all wrong, Pausch. Go back! Do it again!" I tried to do what he wanted. It wasn't enough. "You owe me, Pausch! You're doing push-ups after practice."

14 When I was finally dismissed, one of the assistant coaches came over to reassure me. "Coach Graham worked you pretty hard, didn't he?" he said.

15 I could barely muster a "yeah."

16 "That's a good thing," the assistant told me. "When you're messing up and nobody says anything to you anymore, that means they've given up on you."

17 That lesson has stuck with me my whole life. When you see yourself doing something badly

and nobody's bothering to tell you anymore, that's a bad place to be. You may not want to hear it, but your critics are often the ones telling you they still love you and care about you and want to make you better.

18 There's a lot of talk these days about giving children self-esteem. It is not something you can *give*; it is something they have to build. Coach Graham worked in a no-coddling zone. Self-esteem? He knew there was really only one way to teach kids how to develop it. You give them something they can't do, they work hard until they find they can do it, and you just keep repeating the process.

19 When Coach Graham first got hold of me, I was this wimpy kid with no skills, no physical strength, and no conditioning. But he made me realize that if I work hard enough, there will be things I can do tomorrow that I can't do today. Even now, having just turned forty-seven, I can give you a three-point stance that any NFL lineman would be proud of.

20 I realize that, these days, a guy like Coach Graham might get thrown out of a youth sports league. He'd be too tough. Parents would complain.

21 I haven't seen Coach Graham since I was a teen, but he just keeps showing up in my head, forcing me to work harder whenever I feel like quitting, forcing me to be better. He gave me a feedback loop for life.

* * *

22 When we send our kids to play organized sports – football, soccer, swimming, whatever – for most of us, it is not because we're desperate for them to learn the intricacies of the sport.

23 What we really want them to learn is far more important: teamwork, perseverance, sportsmanship, the value of hard work, an ability to deal with adversity. This kind of indirect learning is what some of us like to call a "head fake."

24 There are two kinds of head fakes. The first is literal. On a football field, a player will move his head one way so you'll think he's going in that direction. Then he goes the opposite way. It is like a magician using misdirection. Coach Graham used to tell us to watch a player's waist. "Where his belly button goes, his body goes," he'd say.

25 The second kind of head fake is the really important one – the one that teaches people things they don't realize they're learning until well into the process. If you're a head-fake specialist, your hidden objective is to get them to learn something you want them to learn.

26 This kind of head-fake learning is absolutely vital. And Coach Graham was the master.

5 **Reading for detail** Read the excerpt and answer the questions. Compare answers with a partner or in a group.

1. What did Randy Pausch believe with regard to his childhood dream of playing in the NFL?
2. What does "head-fake learning" refer to?
3. Why would Coach Graham most likely not last long in one of today's youth sports leagues?
4. What was Coach Graham's approach to helping children gain self-esteem?
5. What is Pausch's opinion about receiving criticism?

6 **Critical reading** **Read the excerpt again and answer the questions. Make notes and compare ideas with a partner or in a group.**

1. What is the author's intended audience? (Children, adults, students, or other?)
2. What is the author's point of view about:
   - learning "fundamentals"
   - building self-esteem
   - the purpose of organized sports for kids
   - "head-fake" learning?

After You Read

Language Focus Figuring Out Idiomatic Expressions and Specialized Terms

An idiomatic expression is a group of words with a meaning that is different from the meaning of each individual word, such as *give up on someone/something*, which means to "stop hoping that someone or something will ever improve." Learning expressions like these will help you to understand conversations and read informal writing in English.

Specialized terms are the words associated with a particular area of knowledge, for example, in this chapter, sports terms. Readings and discussions relating to sporting events include their own specialized vocabulary. For example, you might hear in an American football game about a *forward pass*, which means to "throw the ball towards the opponent's goal." Often you can figure out the meanings of these words from their context.

7 **Getting the meaning of idiomatic expressions from context** In the first reading, Randy Pausch and his coauthor use a number of common idiomatic expressions. Find each idiomatic expression in the text and try to figure out its meaning. (The relevant paragraph number is provided in parentheses.) Then choose the definition that best fits the meaning.

1. got me through (1)

A helped me understand **B** taught me how to move **C** helped me survive

2. dragged me, kicking and screaming (2)

A made me behave badly **B** made me do something I didn't want to do

C made a lot of noise

3. six-foot-four wall-of-a-guy (2)

A very stubborn **B** very tall and well built **C** very fat

4. old-school (2)

A he had traditional or old-fashioned ideas and methods

B he was born a long time ago **C** he was an old student

5. scared to death (3)

A afraid to die **B** very afraid **C** very anxious

6. to their detriment (12)

A to their good fortune **B** in a harmful way for them **C** by mistake

7. get the fundamentals down (12)

A master the fundamentals **B** put them on the ground **C** forget them

8. you owe me (13)

A you have to give me money **B** you promised me something

C you will do something for me in the future

9. messing up (16)

A making something dirty **B** doing something incorrectly **C** making a mess

10. stuck with me (17)

A had to go wherever I went **B** always remained in my memory

C was in one of my books

11. worked in a no-coddling zone (18)

A had no rules **B** was unfriendly **C** didn't protect children too much

12. he just keeps showing up in my head (21)

A he visits me often **B** he is often on TV shows **C** I keep on remembering him

13. gave me a feedback loop (21)

A made me do the same thing repeatedly

B I gave away food I didn't like

C motivated me constantly so that I would improve

8 Getting the meaning of specialized terms from context Find each specialized term relating to American football in the text and try to figure out its meaning. Then choose the definition that best fits the meaning.

Meaning		Definitions
1. tackle football (1)	_____	**A** a player who tries to stop players from the other team from scoring by tackling them
2. linebacker (2)	_____	**B** one of the players on the line of scrimmage at the start of each play
3. trick play (2)	_____	**C** a game where you try to take the ball from an opposing player by taking hold of him/her and making them fall
4. three-point stance (19)	_____	**D** a play made to fool opponents
5. lineman (19)	_____	**E** moving the head in a way that deceives an opponent as to your intended direction
6. head fake (23)	_____	**F** a position in which a player has one hand touching the ground and his other arm bent at the thigh/hip region

9 Discussing the excerpt

1. Look back at your notes about the author's viewpoints in 6 and express your opinion. Do you agree or disagree with the author's viewpoints? Justify your answers and discuss them with a partner or your group.

2. Reflect on your childhood dreams and ambitions and make notes. Then tell your partner or your group about one of them.

My dream:

_____

Developments (how I stuck to it or changed my mind):

_____

_____

Outcome (whether it was achieved or not/factors that affected the outcome):

_____

_____

READING 2 Furnishing the Globe

Before You Read

1 **Topic** Look at the images and discuss the following questions with a partner or in a small group.



IKEA, Moscow, Russia



IKEA, Jeddah, Saudi Arabia



The IKEA shopping experience



IKEA, Batu Kawan, Penang, Malaysia

1. Why is it that you can walk into apartments or houses in Asia and see the same furniture that you can see in European homes?
2. Do you think it is important for companies to support environmental and humanitarian causes? Why? Why not?
3. Can you name the founders of at least two global businesses? What do you think contributed to their success?

2 **Thinking and predicting** Read the title and the section headings of the article about IKEA and its founder in 5. Think about ideas and information you expect to read about in each section. Make notes in the chart.

Title and Headings	Content (Type of Information, Ideas)
Furnishing the Globe	
Planting the Seeds of an Enterprise	
Success Rooted in Innovation	
Cultivating Planet-Friendly Attitudes	

3 **Thinking and guessing** Read and complete the sentences. Circle the answer that is correct in your view. You can check if your answers are correct after you have read the article.

1. IKEA has retail stores in _____ countries around the world.
   A 28 **B** 52
2. IKEA founder Ingvar Kamprad was well known for his _____ lifestyle.
   A extravagant **B** simple
3. Ingvar Kamprad grew up _____.
   A near Stockholm **B** near a small village
4. IKEA's founder set up his business _____.
   A at the age of 17 **B** just after graduating from university
5. The IKEA motto is "We side with _____."
   A the planet **B** the many people
6. IKEA's main aim is to sell products that are _____.
   A functional and stylish **B** easy to load into your car
7. IKEA has invested approximately two and a half billion euro in _____.
   A natural materials **B** renewable energy

4 **Figuring out meaning from context** Read the sentences and use the context to figure out the meaning of the underlined words. Mark the correct answer.

1. IKEA is the largest and fastest-growing furniture retailer in the world.
   A factory that makes products
   B business that sells products to consumers
   C business that sells products to stores
2. Swedish businessman Ingvar Kamprad was the founder and former chairman of IKEA.
   A person in charge of a company
   B manager of a store
   C person who designs chairs
3. When he could no longer handle the distribution of goods himself, he started a mail-order service.
   A production
   B storage
   C delivery
4. He decided to diversify his product line by adding furniture.
   A increase the variety of
   B increase advertising for
   C replace completely
5. IKEA stays competitive by meeting market demands.
   A increases in sales
   B business requirements
   C what consumers want to buy



6. With so many retail outlets, IKEA orders large volumes from its manufacturers.
   - **A** company managers
   - **B** places where products are stored
   - **C** factories that make products
7. In 2018, IKEA Group reported €38.8 billion in total sales revenues and, after operating costs and taxes, net profits of €1.47 billion.
   - **A** expenses for business operations
   - **B** income after taxes and expenses
   - **C** income before taxes and expenses
8. In 2018, IKEA Group reported €38.8 billion in total sales revenues and, after operating costs and taxes, net profits of €1.47 billion.
   - **A** income after taxes and expenses
   - **B** income before taxes and expenses
   - **C** expenses for business operations

While You Read

5 **Reading** Read the article and compare your answers in 2 and 3 with the information in the article. Discuss with a partner or in a group.

Furnishing the Globe

A What do many households in Montreal, Sydney, Berlin, Paris, Jeddah, and Shanghai have in common? Perhaps a HOLMÖ floor lamp, a BJURSTA table, a KARLSTAD sofa, GRUNKA kitchen utensils, DVALA bed linens, or one of the 203 million catalogs from IKEA. Since 1943, IKEA has become a worldwide phenomenon selling low-priced furniture, home accessories, household appliances, and kitchen products at 430 retail stores in 52 countries around the globe. New stores are sprouting up annually, making it the largest and fastest-growing furniture retailer.

B IKEA is the brainchild of Ingvar Kamprad, the company's founder and former chairman. He was one of the most successful and prosperous businessmen in the world. Despite his enormous wealth, Kamprad was renowned for his down-to-earth lifestyle: living in a modest bungalow, flying economy class, driving a 1993 Volvo (which he eventually gave up), and even recycling tea bags. He died in 2018.

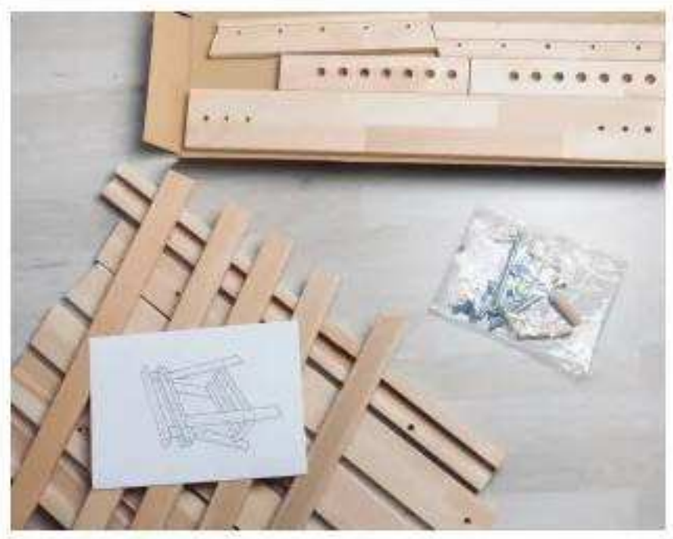
Planting the Seeds of an Enterprise

C Born in 1926, Kamprad grew up on a family farm named Elmtaryd, near the small village of Agunnaryd, Sweden. Even as a young boy, he displayed the resourcefulness and savvy of an entrepreneur. At the age of five, he started buying matches at bulk prices in Stockholm and resold them to his neighbors at a good profit. He later expanded his enterprise to include seeds, greeting cards, pens, and pencils, while reaching a wider public by bicycle. At 17, he was awarded a sum of money from his father for graduation and immediately set up a business, which he called IKEA. The name derives from the initials of his name (IK), plus the first letter of the family farm (E) and the nearby village (A).

D As his business grew, Kamprad could no longer handle the distribution of goods himself, so he began a mail-order service and advertised in local newspapers, using a local milk van for deliveries. Then in 1948, he decided to diversify his product line by adding furniture. A decade later, the first IKEA store opened its doors in Älmhult, Sweden.

Success Rooted in Innovation

E The IKEA motto is "We side with the many people – what is good for people is also good for us in the long run." In tough economic times, IKEA is plowing through the competition by meeting market demands of affordable, hard-wearing, functional, yet stylish home furnishings. The company owes much of its success to Kamprad's innovative cost-cutting ideas, such as flat-pack boxes and ready-to-assemble furniture components, which benefit both the retailer and the customer. Flat packaging greatly reduces the costs of warehouse storage and transport. Meanwhile, consumers can conveniently load boxes into their vehicle, thus avoiding costly shipping fees. With so many retail outlets, IKEA orders large volumes from its manufacturers, which slashes purchasing costs. In turn, this enables the company to sell items for less, attract more customers, and increase its overall sales. In 2018, IKEA Group reported €38.8 billion in total sales revenues and, after operating costs and taxes, net profits of €1.47 billion.



Cultivating Planet-Friendly Attitudes

F IKEA is more than a furniture retailer. It invests in the environment and in people; it is committed to implementing policies that reduce pollution, sustain natural resources, and support human rights. In an effort to reduce carbon emissions, IKEA has invested about €2.5 billion in renewable energy. In 2018, 48 percent of the company's total energy consumption was generated by renewable sources, with a total of 441 wind turbines and 900,000 solar panels. Its long-term goal is to produce more renewable energy than it consumes and to achieve 100 percent renewable energy for all its buildings.



G IKEA is reportedly the world's largest consumer of wood, not to mention a huge consumer of cotton. Therefore, it is in the company's best interests to preserve such valuable resources. IKEA plays an active role in setting standards for proper forestry management and better cotton cultivation. All wood and cotton used for IKEA products has to meet certain requirements, and its suppliers must comply with the company's IWAY code of conduct.

* Facts and figures in this article are from www.ikea.com, www.ikeafoundation.org, and www.statista.com.

Skills Focus Scanning

Strategy

Scanning for Numbers

Scanning is reading quickly to find particular bits of information. When you read for business, numbers are important. You can pick up information about business by scanning for numbers and seeing what they mean. To scan, follow these steps:

- Think of what you are looking for.
- Move your eyes quickly through the text until you find it. Do not pay attention to anything else.
- Stop and record the information.

6 **Scanning for numbers** Scan the article in 5 for the numbers needed to fill in the following blanks.

1. IKEA published _____ catalogs.
2. IKEA's sales revenues for 2018 were €_____, and its net profits were _____ euro.
3. When the article was written, IKEA had _____ retail stores in _____ countries.
4. In 2018, _____ % of IKEA's total energy consumption was generated by renewable sources.
5. Ingvar Kamprad founded IKEA in the year _____ when he was _____ years old.
6. IKEA has invested €_____ in renewable energy sources.
7. In 2018, IKEA had _____ wind turbines and _____ solar panels to produce renewable energy.
8. The first IKEA furniture store was opened in Älmhult, Sweden, in the year _____. (**Hint:** This answer requires some calculation.)

7 **Selecting the main idea** Circle the number of the statement below that you think best expresses the main idea of the article *Furnishing the Globe*. Why is it better than the other two? In pairs discuss your answers.

1. IKEA, founded by Ingvar Kamprad in 1943, is the world's largest and fastest-growing furniture retailer with new stores opening up around the globe every year.
2. The innovative ideas of Ingvar Kamprad helped him build a successful company that stays competitive by meeting the needs of its customers and by investing in the future of the planet.
3. IKEA is a global success due to the innovative ideas of Ingvar Kamprad, which enable the company to cut manufacturing costs and sell items at more affordable prices to consumers.

After You Read

Language Focus Understanding Metaphors

Another aspect of reading texts that presents a challenge in a second language is the metaphor. A metaphor is an implied (suggested) comparison made by using a word or phrase associated with one thing to describe something completely different. For example, in the reading, it says that "new stores are sprouting up annually." Stores do not literally sprout up like seeds or plants, of course. But the way the new stores are opening up is similar to the way that seeds sprout up from the ground. The opening of new stores is being compared to sprouting seeds.

Another example is the sentence "it is in the company's best interests to preserve valuable resources." The company is described as a person who has interests. Personification, presenting a thing with the qualities of a person, is another type of metaphor.

Metaphors add interest and sometimes humor to writing.

8 Understanding metaphors The following are examples of sentences showing the common usage of certain verbs. These verbs are also used as metaphors in the article *Furnishing the Globe*. Work alone or with a partner and find the examples from the reading selection using this same verb as a metaphor. Look for the meaning in the surrounding sentences. Then explain what is being compared to what. The first one is done as an example.

1. Common usage of *sprout*: We only put the seeds in the ground last week, and now the beans are sprouting in the garden.

   Usage in the article: *New stores are sprouting up annually.* (line 6)

   Metaphor: *The opening of new stores* is being compared to *sprouting seeds*.
2. Common usage of *plant*: You should plant the corn seeds in May when the soil is warm.

   Usage in the article: _____. (line 13)

   Metaphor: _____ is being compared to _____.
3. Common usage of *root*: If you take a plant and put it in water, it will root in about six weeks.

   Usage in the article: _____. (line 26)

   Metaphor: _____ is being compared to _____.
4. Common usage of *plow*: Farmers usually plow their fields before planting seeds.

   Usage in the article: _____. (line 29)

   Metaphor: _____ is being compared to _____.
5. Common usage of *slash*: Someone slashed my car's tires.

   Usage in the article: _____. (line 39)

   Metaphor: _____ is being compared to _____.
6. Common usage of *cultivate*: People began to cultivate rice in China over 8,000 years ago.

   Usage in the article: _____. (line 43)

   Metaphor: _____ is being compared to _____.

Language Focus Using Compound Adjectives

English has many compound adjectives: words made up of two or sometimes three smaller words, often connected by a hyphen. Usually, you can guess the meaning by breaking the word into smaller words. The article about IKEA uses several compound adjectives. For example, it mentions *household appliances*. An *appliance* is a machine powered by electricity, and *household* means "used in the home." Can you name common household appliances?

9 **Using compound adjectives** Match each compound adjective on the left with the noun it is modifying on the right. You can scan the article to find each compound adjective and noun.

Compound Adjective		Noun
1. cost-cutting	_____	**A** service
2. down-to-earth	_____	**B** home furnishings
3. fastest-growing	_____	**C** lifestyle
4. flat-pack	_____	**D** goal
5. hard-wearing	_____	**E** furniture components
6. long-term	_____	**F** boxes
7. low-priced	_____	**G** attitudes
8. mail-order	_____	**H** furniture retailer
9. planet-friendly	_____	**I** ideas
10. ready-to-assemble	_____	**J** furniture

10 **Inferring meaning** The following words in the left-hand column are from the article in 5. Use the context to work out their meaning and then match them with the definitions on the right. When you finish, think about what clues you used to work out the meaning of these words.

Words from the Article		Definitions
1. affordable	_____	**A** practical
2. bulk	_____	**B** allows
3. comply with	_____	**C** huge
4. components	_____	**D** parts of a larger construction
5. conveniently	_____	**E** wholesale
6. enables	_____	**F** easily
7. enormous	_____	**G** meet specific standards
8. expanded	_____	**H** inexpensive
9. functional	_____	**I** made bigger

10. innovative	_____	**J**	intelligence
11. prosperous	_____	**K**	difficult
12. savvy	_____	**L**	quantities
13. sustain	_____	**M**	maintain
14. tough	_____	**N**	new and original
15. volumes	_____	**O**	wealthy

11 **Thinking and discussing** In small groups, discuss three of the following four topics. Write a group opinion statement about them.

1. **Ingvar Kamprad**

   What kind of a man was Ingvar Kamprad? What words are used in the article to describe him? What other words could be used to describe his character? Where did he grow up? How did his circumstances change during his lifetime? How was he different from many successful businessmen? What do we know about his tastes and preferences? How do you think his background and lifestyle affected the way he ran his business?

2. **IKEA Stores and Products**

   Have you ever shopped at an IKEA store or browsed through one of their catalogs? What items do you find most appealing? What items do you find least appealing? Explain. How is IKEA different from other furniture stores? If you have never visited IKEA, do you think you would like to shop there? What items do you think you would be most likely to buy?

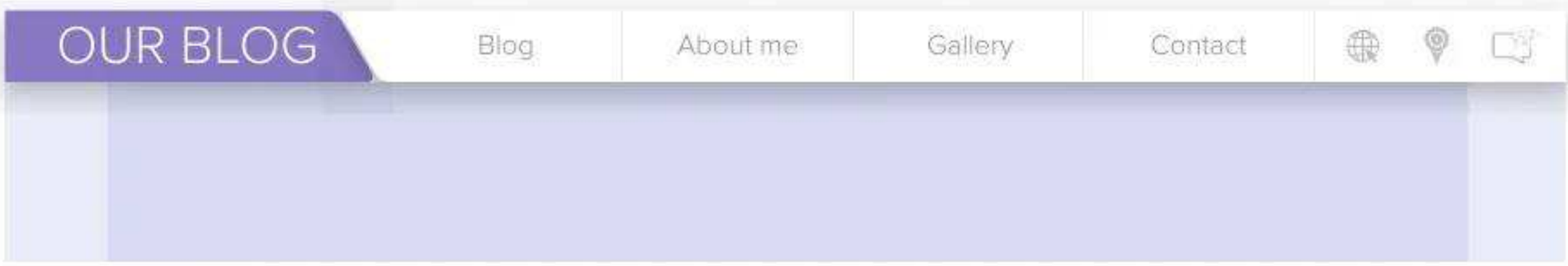
3. **IKEA's Environmental Policies**

   What do you think of IKEA's policies concerning the preservation of natural resources such as wood and cotton? What is your opinion about its strategies on using renewable sources of energy? Do you know of any other companies that have similar policies regarding natural resources or which use renewable energy? Do you think there should be laws that require all companies to invest a percentage of their profits in renewable energy?

4. **Global Brands**

   Many people are critical of global brands and international companies such as IKEA, claiming that they interfere with cultural traditions and put local industries at risk. What are the advantages and disadvantages of global brands? Do you think international companies create an atmosphere of healthy competition or do they cause harm to traditional and local businesses? Do they create job opportunities or put local people out of work? Would you like to work for a company like IKEA? Why or why not? Explain.

12 **Blogging** Post your opinions on how IKEA is different from other furniture stores on OUR BLOG or OUR BLOARD (a board or other surface in class that you can post comments or other work on). Comment on each other's opinions.



WRITING Dreams and Ambitions









1 **Topic** Look at the images and discuss the questions in groups.

1. How are the people in the images feeling? Why?
2. What do people usually dream about when they are young? What did you dream about when you were a young child?
3. Reflect on your childhood dreams that have come true.
4. Reflect on those childhood dreams that were never fulfilled. Why didn't they come true?
5. What's the difference between a dream you see in your sleep and a dream you wish to fulfill?



2 **Brainstorming** Think about your childhood dreams. Reflect on your most important dream and whether it came true. Complete the following chart with information about your dream.

Your dream →
- Main idea _____
- Supporting detail 1 _____
_____
- Supporting detail 2 _____
_____

Your efforts to fulfill your dream →
- Your actions _____
_____
- Other factors _____
_____

The result →
- Effect/result _____
_____
- Cause/reason _____
_____

3 **Thinking critically** Think back to what you read in the text *I Never Made it to the NFL* and make notes on the following points:

- the writer's childhood dream
- what he did to accomplish it
- what he learned that affected the process
- how he felt at different points
- the overall lesson he learned
- the outcome.

4 **Reading again** Read the text *I Never Made it to the NFL* again and in pairs discuss your notes in 3. Then with your partner or group, discuss and answer the following questions.

1. What is the author's purpose?
2. What is the author's tone in this selection?
3. What is his point of view about "fundamentals"? How does he emphasize it?
4. What is his point of view regarding organized sports for kids? Where does he state it?

5 **Reading and noticing text features** The writer of the article organizes his information by alternating facts and opinions. This involves narrative parts and direct speech, which gives his article life. In pairs or small groups, identify how the writer has organized his paragraphs. Make notes in the chart.

Paragraphs 1–2	Facts: Opinions:
Paragraphs 3–12	Facts: Opinions:
Paragraphs 13–17	Facts: Opinions:
Paragraphs 18–21	Facts: Opinions:
Paragraphs 22–26	Facts: Opinions:

Tip Facts are statements that are backed by evidence, so they are considered to be true. Opinions express what a person believes or thinks about something and may or may not be based on facts.

Skills Focus Connecting Ideas

Strategy

Connecting Ideas Without Transition Words

Sometimes you do not need to use transition words to connect paragraphs. Alternating direct speech with narrative sections or shifting time reference can be a way to connect your ideas.

6 **Focusing on connecting ideas** Notice how the author connects his ideas and moves from one paragraph to the next. Does he use transition words or does he start a new paragraph without connection to the previous one? Can you think of reasons why?

7 **Drafting an article** Use your notes in 3 and 5 to help you prepare to write a short article about a dream or ambition you failed to accomplish. Reflect on how you can organize facts and opinions. Decide on how you will alternate narrative parts and direct speech. Think about how you will connect your ideas. Use the chart with your notes in 5 to help you.

8 **Drafting and editing 1: peer review** Read your drafts and make changes. Hand over your draft to another student to review and comment.

9 **Drafting and editing 2: peer review** Read the comments on your first draft and make corrections. Exchange second drafts with a partner. Review changes, corrections, and improvements.

10 **Rewriting and finalizing** Rewrite and finalize your article.

SELF-EVALUATION

Reflect on your learning and assess your progress. Read and circle the number that represents your progress. Use the key below.

5 outstanding **4** very good **3** satisfactory **2** limited **1** unsatisfactory

READING					
I can interpret images and make creative comments.	5	4	3	2	1
I can activate and answer questions using what I know about a topic.	5	4	3	2	1
I can brainstorm and recall words and phrases related to a topic.	5	4	3	2	1
I can find the main idea of a reading text.	5	4	3	2	1
I can distinguish facts and opinions.	5	4	3	2	1
I can analyze the title of a reading.	5	4	3	2	1
I can understand metaphors.	5	4	3	2	1
I can scan for numbers.	5	4	3	2	1
VOCABULARY					
I can understand vocabulary from context.	5	4	3	2	1
I can figure out idiomatic expressions.	5	4	3	2	1
I can identify specialized terms.	5	4	3	2	1
I can identify and use compound adjectives.	5	4	3	2	1
WRITING					
I can make notes on information presented in the text.	5	4	3	2	1
I can note down facts and details found in a paragraph.	5	4	3	2	1
I can write about dreams and ambitions.	5	4	3	2	1
I can connect ideas without using transition words.	5	4	3	2	1
I can draft, edit, redraft, and finalize written work.	5	4	3	2	1
I can review and comment on written work.	5	4	3	2	1
RESEARCH AND DOCUMENT					
I can search and find relevant sources on the Internet.	5	4	3	2	1
I can evaluate and select appropriate sources and data.	5	4	3	2	1
I can use data selectively to create my own document.	5	4	3	2	1
I can cite references that I used in my research.	5	4	3	2	1

Chapter 4

The Ties That Bind



Chapter Goals

- **Reading:** Identifying the main ideas of paragraphs in a reading text and identifying the different elements of an expository essay.
- **Writing:** Making notes in order to compare different situations, defining a clear thesis statement for an expository essay, developing the topic of an expository essay in complete body paragraphs.

Focus on the Images

- How are families today different from families in the past?
- In your opinion, have relationships between family members changed in the last few decades? Explain your answer.
- Do you believe that the roles of different members within a modern-day family have changed in a positive or negative way? Why? Why not?
- In your opinion, has our changing society made communication between men and women better or worse? Why? Why not?
- How do changes in society affect families and how children are raised?

Brainstorm and Associate

- Words and phrases that come to mind about families and relationships in the past and now
- Thoughts and feelings about raising a family

Think and Comment

“You have a lifetime to work, but children are only young once.”

Polish proverb



















READING 1 Who's Taking Care of the Children?

Before You Read

1 **Topic** Look at the images and discuss the following questions with a partner or in a small group.







1. How is the lifestyle of families in your culture today different from that of your parents and grandparents?
2. What difficulties do parents face today and what difficulties did they face in the past in raising a family?
3. Name some useful advice for a young couple raising children today.

2 **Thinking and discussing** The article in 4 discusses child care today and makes some comparisons with this situation in the past. Before you read, think about how young couples raise their children and how this is different from the past. Make notes in the following chart and compare your ideas in small groups.

Past	Present
_____	_____
_____	_____
_____	_____
_____	_____

3 **Finding the topic of an article** Before you read the following article, look at the title, headings, images, and captions. What do you think the article is about? Make notes. Then compare your ideas with a partner.

While You Read

4 **Reading** Read the article and compare it with your answers to 2 and 3.

Who's Taking Care of the Children?

A Around the world, more and more women are working outside the home. In the United States, just over 70% of women with children under the age of 18 have another job besides that of mother and homemaker. The situation for European mothers is similar: around 71% of women whose youngest child is 3–5 years of age also have other work, and this figure rises as their children get older. Most women are employed in traditional fields for females, such as **clerical**, sales, education, nursing, and service. However, a growing number choose a career that necessitates spending many hours away from home. These women are engineers, politicians, doctors, lawyers, and scientists, and a few have begun to occupy executive positions in business, government, and banking, breaking through the so-called **glass ceiling**.

B Monetary factors are one of the considerations that influence women to work. With the cost of living steadily increasing, one income in the household is simply not enough, so both parents must work to support the family.

C A backward glance from this side of the new millennium reveals that the role of married women in many countries has changed **radically** since the 1950s and 1960s, when it was taken for granted that they would stay home and raise the children. This was the image often **portrayed** in television series and advertising. In fact, the traditional combination of the husband as exclusive **breadwinner** and the wife as a stay-at-home mom caring for one or two children today only accounts for a small proportion of the population.

D Who, then, is taking care of the children?

Child Care Options

E When **extended families** – children, parents, grandparents, aunts, and uncles – lived in the same town and sometimes in the same house, a relative of the working parents took care of the children. But since the advent of the Industrial Revolution, people have moved away from farms and small towns to find better job opportunities in larger cities. Today, most households consist of just the **immediate family** – mother, father, and children.

F So who watches the children while the parents work? Answers to this question are varied:

- Some parents put children in public day-care facilities, such as day-care centers, nursery schools, and preschools.
- Some parents prefer informal day care in the private homes of relatives, friends, or neighbors.
- Companies and hospitals are realizing that providing day care at the workplace makes for happier and more productive employees.
- Couples that are wealthy enough may hire a **nanny**, a woman who comes to care for the children in their own home.



A nanny looks after children in their own home.

Sharing Household Responsibilities

G A **trend** that has emerged recently is the sharing of child care responsibilities between husband and wife. Young couples will try to arrange their work schedules so that they work opposite hours – day **shift** or evening shift – in order that one parent is always home with the children. Since child care is expensive, this saves money for the young couple trying to establish themselves and provide a secure environment for the family. Husband and wife may also share household chores. Some fathers are just as capable as mothers at cooking dinner, changing and bathing the baby, and doing the laundry.

H One positive trend is that fathers seem to be spending more time with their children. In a survey, 41% of the children questioned said they spend equal time with their mothers and fathers. "This is one of our most significant cultural changes," says Dr. Leon Hoffman, who co-directs the Pacella Parent Child Center at the New York Psychoanalytic Society & Institute. In practice for over 40 years, Hoffman has found a "very dramatic difference in the involvement of the father – in everything from care taking to general decision making around kids' lives."



Today, parents share child care responsibilities.

Alternative Work Arrangements

I Some working mothers are employed full time, some part time, and some seek creative solutions such as **flextime** work schedules and **job sharing**. Both allow for more flexible working hours and make it possible for mothers to be there when their young children need them. Job sharing has the added advantage that people who share the job often cover for each other if unexpected family needs arise.



A mother working at home while caring for her child

J Another factor has recently been added to the child care formula. In 2017, 5.2% of Americans worked from home, up from 5% in 2016 and 3.3% in 2000. Some were **self-employed** and some worked for companies. In the European Union, 18.1% of self-employed people and 2.8% of employees usually work from home. The accessibility of technology – computers, faxes, teleconferencing – has made it easier for at-home workers to be constantly **in touch**.

K Will this new flexibility in the workforce bring a positive change for the well-being of children? Only time will tell.

Skills Focus Paragraphs

Strategy

Identifying the Main Idea of Paragraphs

The main idea of a paragraph is the most important point that the author wants to communicate to readers about the topic of that paragraph. It is like a brief summary of the paragraph – it tells you what the paragraph is generally about. Sometimes the main idea is stated directly, but sometimes it is only implied. When that happens, look closely at specific words and sentences that are used and repeated to help you decide what the author is trying to tell you.

To find the main idea of a paragraph, follow these tips:

1. Identify the topic. Who or what is the paragraph about?
2. Summarize the paragraph in your own words in one sentence.
3. Look at the first and last sentences of the paragraph. Authors sometimes state the main idea in or near those sentences.
4. When paragraphs are difficult to summarize because they have a lot of information, look for repeated words, phrases, and ideas.

5 **Identifying the main idea of a paragraph** Read the paragraphs indicated in the following chart and find their main idea. Use the guidelines in the Skills Focus box to help you. Then compare your ideas with a partner or in a group.

Paragraph	Topic	Main Idea
A	*women working outside the home*	*More and more women around the world have jobs outside the home.*
B		
C		
E		
F		
G		

6 **Vocabulary** Read and listen to the words and phrases listed in the left-hand column. Read the text again and use the context to work out their meaning. Then match these words and phrases with their definitions.

Word		Definition
1. breadwinner	_____	**A** something that prevents someone, especially a woman, from getting a more important position at work
2. clerical	_____	**B** changing arrival and departure times at work
3. extended family	_____	**C** one job performed by two people who each work part time
4. flextime	_____	**D** completely, extremely
5. glass ceiling	_____	**E** able to contact each other regularly
6. immediate family	_____	**F** shown or represented as a particular type of character
7. in touch	_____	**G** person who earns money for a family to live on
8. job sharing	_____	**H** children, parents, grandparents, brothers, sisters, and other relatives like aunts, uncles, and cousins
9. nanny	_____	**I** parents, children, brothers, sisters, husband, wife
10. portrayed	_____	**J** a new development
11. radically	_____	**K** person who cares for children in their home
12. self-employed	_____	**L** concerned with work that is done in an office
13. shift	_____	**M** period of time during which a person works
14. trend	_____	**N** working for yourself

After You Read

7 **Completing sentences** Complete the sentences with the right words or phrases from the chart. Use the definitions to help you.

1. After many years of working for a big company, John decided to quit and start his own job as a(n) _____ accountant.
2. Jack's business was not going well. The only option he had was to work harder because he was the only _____ in the family.
3. The main character in the movie is _____ as a very unkind person.
4. His health condition deteriorated _____ over the last month.
5. She was the first woman to break through the _____ in the aerospace engineering industry.
6. This is a photograph of my mother's _____. You can see her parents, her brothers and sisters, her grandparents, and one of her uncles.
7. _____ is a great solution for workers who want to work fewer hours to care for someone at home, or who would simply like a lighter workload without quitting altogether.
8. Employees who struggle to manage their professional and personal lives based on a standard 9 to 5 work schedule are encouraged to ask for _____.
9. She does not want to quit her job to stay home with the children. She prefers to hire a _____.

10. Visits to seriously ill patients in hospital are limited to _____.
11. Moving around the city on a bicycle is the new _____.
12. If you get the factory job, remember that you may have a morning, afternoon, or night _____.
13. Even though we won't see each other often, we'll still keep _____!
14. The sudden appearance of one million dollars in his bank account was unfortunately due to a _____ error.

8 Identifying words from the same family Many words are members of a word family because they have the same root and differ from the other because of a prefix or suffix. Fill in each blank with a word from the reading text that is in the same family as the word in italics. The first sentence is done for you as a model.

1. Today, more and more women are seeking *employment* outside the home. Many of them are working mothers who are *employed* in traditional fields such as education, sales, clerical work, and services.
2. It is *necessary* for some working parents to spend many hours away from home. This _____ making suitable arrangements for the care of young children.
3. Supporting a family today requires a lot of *money*. Therefore, _____ factors are a major influence in women's decision to work.
4. Some parents seek *formal* solutions for child care such as public day-care centers and nursery schools, while others prefer _____ arrangements in private homes.
5. One positive trend is that fathers seem to be more actively *involved* in their children's lives. Their _____ includes everything from child care to decision making.
6. Parents do not *expect* that their nanny will cancel or that their child will suddenly get sick. What do they do about work when such _____ family needs arise?
7. The majority of American homes have *access* to the Internet from at least one computer. The easy _____ of technology makes it possible for many employees to work at home.
8. More and more companies are offering employees a *flexible* work schedule. Is this _____ in the workforce beneficial for working mothers and their children?

9 Recalling information Underline the correct word or phrase in parentheses to complete the following sentences about the article.

1. According to the article, about (30 / 50 / 70) percent of American and European mothers work outside the home.
2. In the 1950s and 1960s, it was often taken for granted that a woman would be a (child care worker / breadwinner / stay-at-home mom).
3. In the past, it was common for a member of the (immediate family / extended family / day-care center) to take care of young children while parents were at work.
4. With the advent of the Industrial Revolution, many people moved to (farms / small towns / large cities) far away from their relatives.
5. A recent trend in family life is that fathers seem to be spending (more / less / equal) time with their children.
6. Another recent factor that affects child care is that the number of people who work from home is (increasing / remaining unchanged / radically decreasing).

10 **Thinking and discussing** Read the following paragraph and in small groups discuss the questions that follow.

Family-Friendly Companies

Some large companies have discovered that providing on-site day-care facilities can be cost-efficient. Working parents are happier and more productive; they are less likely to arrive late, leave early, be absent, or even quit. The company's costs of absenteeism and training new staff are greatly reduced. Who pays for it? It is subsidized by the employees and, surprisingly, most non-parents are willing to chip in to raise morale.

1. How does on-site day care at work benefit parents?
2. Why do you think this arrangement increases the productivity of working parents?
3. What advantages are there for the company?
4. Why do you think non-parents are willing to pay for day-care facilities?
5. Why do you think a higher morale (greater enthusiasm and loyalty) at work is important?

Notes

WRITING A Difficult Balance of Work and Life

1 **Topic** Read the title of this section and look at the images. How are they connected with each other?





2 **Thinking critically** Think about working women in your home country and answer the following questions. Then compare your answers in a small group.

1. How much do women working in a particular field earn compared to men in that field? Why do you think this is the case?
2. Is it easy for women to attain high-ranking positions in their chosen career? Why? Why not?
3. Do most women carry on working after they have children, or do they choose to leave their jobs to take care of their growing family? In your opinion, do they make the right choice? Why? Why not?
4. Is it easier for men in your country to balance their work and personal lives than it is for women? Why? Why not?

3 **Reading** Read the text about work-life balance in the U.S. and compare it with your notes in 2.

A Difficult Balance of Work and Life

A In the early years of the 21st century, American women were in a position of power they had never before experienced in the history of western civilization. They were graduating high school, college, and professional schools at unprecedented rates, leaving their male counterparts far behind. When they entered the working world they took their place in the most competitive of fields such as medicine, banking, business, law, politics. The gender ratios were not in their favor and women still earned 80 cents for each dollar their male counterparts made, but the gains and rewards looked clear: independence, power, wealth. Yet this same generation of women, those who reaped the most from the strides their mothers, grandmothers, and great grandmothers took in the past century, made an unusual decision when they themselves became mothers. In greater numbers than ever before, they decided to quit their high-powered jobs and stay at home to take care of their children.

This surprising choice to shift their focus to their families at that stage of their careers ultimately increased these successful career women's sense of self-worth.

B The job-quitting trend was recognized after the 2000 census, a yearly questionnaire about U.S. citizens' family lives, identified a significant spike in single-income families among the wealthiest, most educated households in the nation. It became a widely discussed and debated national phenomenon after Lisa Belkin wrote an article in *The New York Times Magazine* called *The Opt-Out Revolution* in 2003. The women Belkin interviewed for her essay, all graduates of Princeton University, saw it as their prerogative, after climbing the career track and "having it all" in their 20s and early 30s, to dedicate themselves to their domestic lives. They no longer wished to work in a corporate environment that they found personally restrictive, professionally stifling and threatening to their domestic stability. They were convinced that they would achieve more satisfaction by devoting themselves to the emotional and physical well-being of their children and partners, who were still scaling the corporate heights.

C The 2010 census saw a marked decrease in the earlier trend. Many pundits attributed the change to the 2008 financial crisis. Another article in the *Times* magazine, titled *The Opt-Out Generation Wants Back In*, documented the changes the same class of women – and some of the same women from the earlier article – faced ten years later. They were dealing, by and large, with a failing economy, unhappy marriages, and a decade of disappointed expectations by trying to go back to work. However, these women's attitude in the face of these problems was surprising. Though competition in the market, gaps in their resumes, and advancements in their original fields made it impossible to start at the level where they had left their careers, or even dream of getting back there, they didn't regret their choice. The experience only confirmed the fact that balancing the demands of work with the demands of children and home contributes to a necessary sense of self-worth.

D Many books and articles have since been written on the subject of work-life balance. Men too struggle to balance work and family life. It seems clear that both genders need to be valued for their contributions to society as well as their contributions to the home in order to attain a sense of individual happiness.

4 **Reading again** Read the text about work-life balance again. In pairs, identify and match the topic with its respective paragraph.

Topic	Paragraph
The choice made by successful career women	_____
The importance of work-life balance for both genders	_____
Women's motivation for quitting their jobs	_____
Attitudes of the same women a decade later	_____

Skills Focus The Structure of an Expository Essay

An expository essay is used to investigate an idea, discuss evidence, and present arguments in a clear and concise way. This can be done by comparing and contrasting, showing cause and effect, or defining and explaining information.

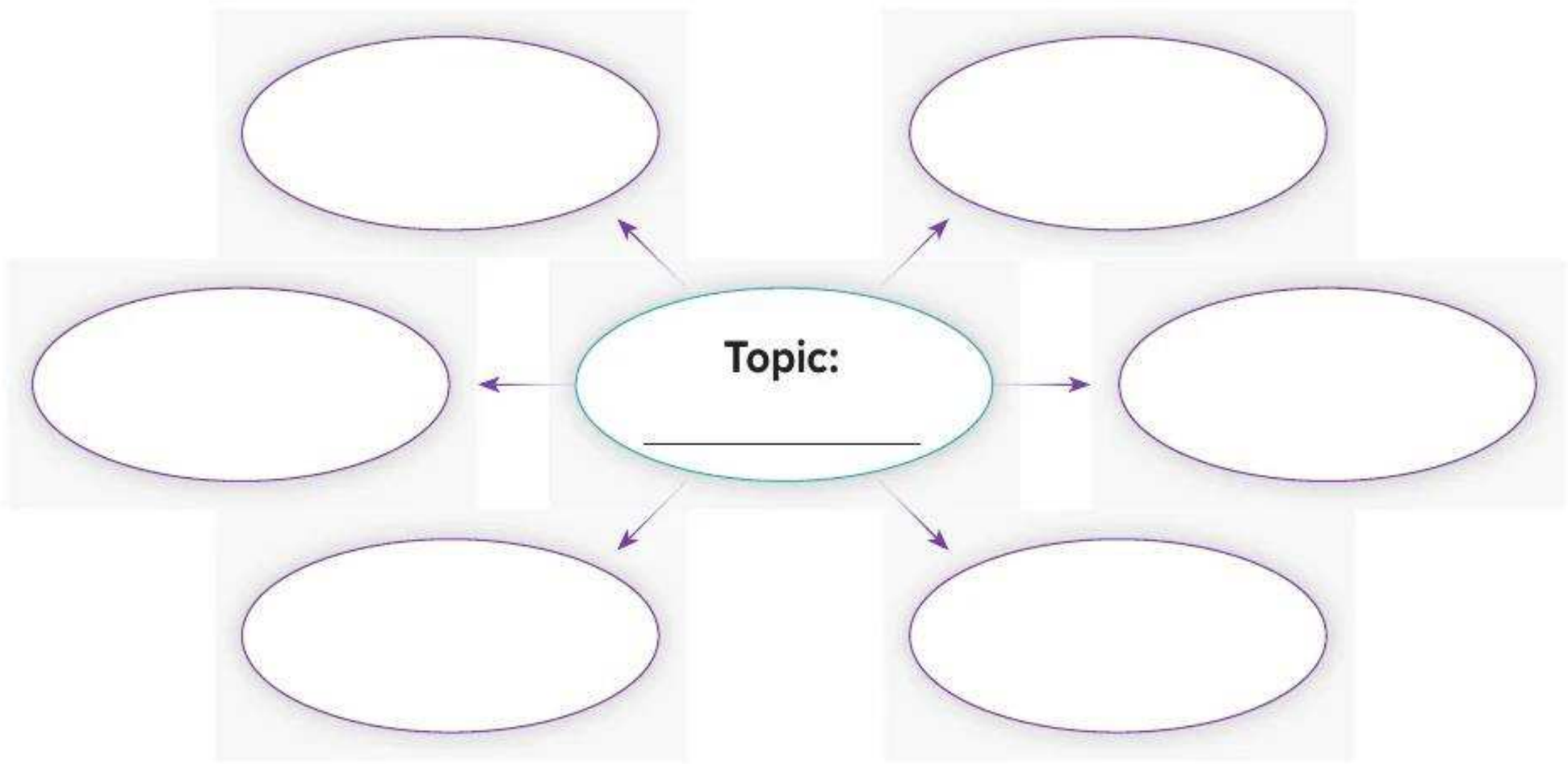
A good expository essay has:

1. a clear and concise thesis statement in the introductory paragraph of the essay. The thesis statement often appears at the end of this paragraph. It is usually expressed in one sentence and provides a summary of the main point or claim of the essay.
2. logical transitions between the paragraphs making up the introduction, body, and conclusion of the essay.
3. body paragraphs that provide evidence to support the main idea of the essay. Each paragraph should focus on one general idea and must have a logical connection to the thesis statement in the opening paragraph.
4. a conclusion that completes the essay not just by repeating the main idea, but also by readdressing it based on the information provided.

5 **Identifying the structure of an expository essay** Read the essay again and complete the following. Use your notes in 4 and the information in the Skills Focus box to help you.

Paragraph A (introduction)	**Thesis statement:** **Main idea:**
Paragraph B (body)	
Paragraph C (body)	
Paragraph D (conclusion)	

6 **Brainstorming** You are going to write your own expository essay. Think about an aspect of modern life (for example child care) and how it affects relationships between family members. This is going to be the topic of your essay. Reflect on experiences relating to this aspect either in your immediate or extended family, or in your friends' families. Complete the mind map by noting down ideas, words, and phrases related to your chosen topic.



Skills Focus The Writing Process for an Expository Essay

Strategy

Planning and Writing an Expository Essay

1. Choose a topic you find interesting, which isn't too general or too narrow in scope.
2. Do research on your topic and collect the facts related to it.
3. Define your thesis statement.
4. Create a basic outline of your essay and group your facts in paragraphs (which make up the body of the essay).
5. Use transition sentences between paragraphs to connect your ideas in a logical and coherent way.
6. Write your conclusion.

7 **Drafting your essay** Use your notes in 6 and the guidelines and steps outlined in the Skills Focus boxes to write your expository essay. Read through your draft and make corrections.

8 **Drafting and editing 1: peer review** Work with a partner. Exchange drafts to review and edit. When reading your partner's draft, consider the following points:

Content and Meaning

- Are the writer's points expressed clearly?
- Are they supported by details and examples?
- Should more supporting details be added?
- Are there too many redundant details?
- Can sentences or content be presented differently (combined differently)?
- Are there sections or sentences that need to be rewritten? Please make suggestions.

Form

- Punctuation
- Spelling
- Grammar (grammatical accuracy)
- Vocabulary (lexical accuracy)

9 **Drafting and editing 2: peer review** Read the comments on your first draft and make corrections. Exchange second drafts and review changes, corrections, and improvements.

10 **Rewriting and finalizing** Rewrite and finalize your essay.

11 **Blogging** Post your essay on OUR BLOG or OUR BLOARD (a board or other surface in class that you can post comments or other work on). Comment on each other's opinions.



SELF-EVALUATION

Reflect on your learning and assess your progress. Read and circle the number that represents your progress. Use the key below.

5 outstanding **4** very good **3** satisfactory **2** limited **1** unsatisfactory

READING					
I can interpret images and make creative comments.	5	4	3	2	1
I can answer questions using what I know about a topic.	5	4	3	2	1
I can brainstorm and recall words and phrases related to a topic.	5	4	3	2	1
I can identify the topic of a reading text.	5	4	3	2	1
I can identify the main ideas in a paragraph.	5	4	3	2	1
I can recall information from the texts I read.	5	4	3	2	1
I can identify the elements of an expository essay.	5	4	3	2	1
VOCABULARY					
I can understand vocabulary from context.	5	4	3	2	1
I can identify words with a specific meaning.	5	4	3	2	1
GRAMMAR					
I can identify and use words from the same family.	5	4	3	2	1
WRITING					
I can make notes in order to compare different situations.	5	4	3	2	1
I can use my knowledge to answer questions.	5	4	3	2	1
I can use an effective thesis statement in my expository essay.	5	4	3	2	1
I can use transition sentences to connect the paragraphs in my essay.	5	4	3	2	1
I can efficiently support the main idea of my essay with details.	5	4	3	2	1
I can draft, edit, redraft, and finalize written work.	5	4	3	2	1
I can review and comment on written work.	5	4	3	2	1
RESEARCH AND DOCUMENT					
I can search and find relevant sources on the Internet.	5	4	3	2	1
I can evaluate and select sources and data.	5	4	3	2	1
I can use data selectively to create my own document.	5	4	3	2	1
I can cite references that I used in my research.	5	4	3	2	1

Chapter 5

Healthy Mind, Healthy Body

Chapter Goals

- **Reading:** Using the opening statement to anticipate the content of a paragraph, paraphrasing the main idea of a reading text, using headings to predict content, understanding point of view, recognizing synonyms, distinguishing between opinions and facts, identifying an opinion essay, organizing information using a continuum.
- **Writing:** Developing arguments in favor of an opinion, supporting the main idea of an opinion essay, using a Venn diagram to compare and contrast two ideas.

Focus on the Images

- How do you think the people in the pictures are feeling? Why?
- What are the most important things you need to be happy? Are they material things, like money or possessions, or non-material, like family, health, or friendship? Explain your views.
- They say that money can't buy happiness. Do you agree? Why? Why not?
- What about your health? What things affect it? Are they the same things that affect your state of happiness? Why? Why not?

Brainstorm and Associate

- Words and phrases that come to mind about being well and happy
- Thoughts and feelings about choices people make that affect their health and happiness

Think and Comment

"A good laugh and a long sleep are the best cures in the doctor's book."

Irish proverb





READING 1 Fun? It'll Cost Ya

Before You Read

1 **Topic** Look at the images and discuss the following questions with a partner or in a small group.



1. What are the people in the images doing? What do they all have in common?
2. How are the people in the images feeling? Do you think they will be feeling like this in a few years' time? Why? Why not?
3. Does eating junk food and watching TV or playing video games late into the night always affect your health? Are there cases in which it does not? Explain your answer.
4. Make a list of other things you do in your everyday life that can harm your long-term health. Can they be avoided? Why? Why not?

2 **Thinking and predicting** Read the first paragraph of the article *Fun? It'll Cost Ya* and answer the question. Select A, B, C, or D.

> Oh, finals week. With it comes crowded libraries, sleep-deprived kids, and those therapeutic dogs we pet to relieve stress. As always, Counseling and Psychological Services (CAPS) and the University will be in full force trying to help balance our stress, even bringing out massage chairs for us. While there's a large focus on resources to relieve our stress, no one seems to be asking about the negative effects of getting stressed out in the first place.

1. The columnist has written this article to _____

A discuss final exams at college.
B give advice on how to succeed in exams.
C present the negative consequences of stress on people's lives.
D discuss the effects of sacrificing our health to entertain and enjoy ourselves.

Skills Focus Anticipating Paragraph Content from the Opening Sentence

One way of predicting the topic of a paragraph is to read the opening sentence, or its first few words. The first sentence of a paragraph introduces or summarizes the main point(s) to be discussed in that paragraph. Reading it will therefore give you a good idea of what type of information to expect. An opening sentence can therefore be used to anticipate a paragraph's content and facilitate reading comprehension.

3 **Predicting information from the opening sentence** The following chart contains the first few words of some of the paragraphs from the article *Fun? It'll Cost Ya*. Read these phrases and sentences and predict what each paragraph will be about. Make notes in the chart and compare your predictions with a partner or in a small group.

Opening Phrase or Sentence	Paragraph Content/Topic
I think it goes without saying that stress...	
In October, *The New York Times* published a profile of a small island in Greece...	
Many of us eat food that's simply terrible for us, sleep only a few hours most nights, ...	
In some instances, we make choices that sacrifice our health for our enjoyment.	
Recent studies have increasingly suggested that...	
Our ambitions and dreams, as much as they drive us, may very well be our downfall.	

While You Read

4 **Reading** Read the article *Fun? It'll Cost Ya* and compare it with your answers in 2 and 3.

Fun? It'll Cost Ya

By James Brennan

James Brennan was a columnist for *The Michigan Daily*, the University of Michigan's student newspaper, and a student at the University of Michigan when he wrote this article. It was published in *The Michigan Daily* on April 7, 2013.

A Oh, finals week. With it comes crowded libraries, sleep-deprived kids, and those therapeutic dogs we pet to relieve stress. As always, Counseling and Psychological Services (CAPS) and the University will be in full force trying to help balance our stress, even bringing out massage chairs for us. While there's a large focus on resources to relieve our stress, no one seems to be asking about the negative effects of getting stressed out in the first place.

B I think it goes without saying that stress is a major detriment to one's health. Physically, it can contribute to heart problems, headaches, and high blood pressure, among other issues. Even worse are the effects of stress on mental health, which can contribute to anxiety and depression. In fact, lifelong mental illness is considered to be largely contingent on high levels of stress in a person's life.

C In October, *The New York Times* published a profile of a small island in Greece called Ikaria, famous for its residents' excellent health and long lives. The article attempts to explain exactly what it is about Ikaria that is so good for human health by looking into the average Ikarian's lifestyle. According to the article, people in the Greek islands typically eat a Mediterranean diet with lots of organic vegetables, olive oil, and honey, and very little dairy or meat; sleep over eight hours every night, and walk essentially everywhere. Furthermore, they spend much of their day outdoors, and avoid white flour and refined sugar.



D The people of Ikaria live very simply, with few cares, worries, or sources of stress. In almost all aspects, students at a school like Michigan have a lifestyle that is completely at odds with the interest of their long-term health.

E Many of us eat food that's simply terrible for us, sleep only a few hours most nights, spend a great deal of our time being stressed about the future. We can exercise, pet dogs, and talk to people at CAPS during finals week all we want, but our long-term health problems won't just go away. The food will still poison our bodies and the stress will still eat away at our mental health.

F In some instances, we make choices that sacrifice our health for our enjoyment. If someone was willing to give up a few years of their life to be able to eat whatever they want, then that's fine. We all make trade-offs – as comedian Bill Maher is fond of saying, "Fun costs ya'." However, that doesn't mean we should just do what we want all the time. Good health is an undervalued commodity and something we believe comes from doctors and medication. The best medicine

isn't something a doctor and pharmacist doles out – the best medicine is self-prescribed, and it certainly doesn't require good insurance.

G Recent studies have increasingly suggested that a diet with less meat and dairy does wonders for one's physical and mental health, while the same results come from a good night's sleep and lower levels of stress. Incorporating these adjustments into a daily routine could significantly improve a person's long-term health.

H At this critical junction in our lives, when many of us decide on a path that may end up as our personal norm for decades, we need to also consider how to manage our health in the long run. If you take the dream job that pays six figures but requires sixty-plus hours a week, what will the rest of your life look like? Consider how often you'll be eating fast food, how much you'll sleep, and how much time you'll spend emotionally drained from stress. For some individuals that's all a part of their dream, and they'll gladly make the sacrifice. Many students that work hard enough to get into the University and succeed here probably want that life to some extent. The question is, is it worth it?



I Our ambitions and dreams, as much as they drive us, may very well be our downfall. As we continue to sacrifice more just to get ahead, we're essentially setting ourselves up for a Faustian bargain. We might get what we want – the grades, the job or acceptance to graduate school – but lose ourselves as we do it. I want to live a long life, and I want to be healthy and happy for the duration of it. If that means giving up the corner office, I guess that's a sacrifice I just have to be willing to make.

Maybe.

5 **Getting meaning from context** Guess the meaning of the idiomatic phrases in the chart from their context and then match them with their definitions on the right. Each phrase is located in the paragraph shown in the parentheses.

Phrase		Definitions
1. in full force (A)	_____	**A** obvious, doesn't need any explanation
2. in the first place (A)	_____	**B** find out about, examine
3. go without saying (B)	_____	**C** give freely
4. be contingent on (B)	_____	**D** with everyone present in large numbers
5. look into (C)	_____	**E** to begin with
6. be at odds with (D)	_____	**F** over a long period of time into the future
7. eat away at (E)	_____	**G** help or improve greatly
8. dole out (F)	_____	**H** become successful
9. do wonders for (G)	_____	**I** depend on something in order to happen
10. in the long run (H)	_____	**J** a choice focusing on present rewards or advantages without considering the future consequences
11. six figures (H)	_____	**K** very different from, not in agreement with
12. get ahead (I)	_____	**L** slowly destroy
13. Faustian bargain (I)	_____	**M** high salary, over $100,000

6 **Identifying compound words** Read the following definitions and find the compound nouns or adjectives in the article. The corresponding paragraph is indicated in parenthesis.

1. not getting enough sleep (A) _____
2. continuing throughout your life (B) _____
3. giving up some things in return for other advantages (F) _____
4. not considered to be very important (F) _____
5. given by yourself (F) _____

Skills Focus Paraphrasing

Strategy

Paraphrasing Main Ideas

Learn to express the main ideas from readings in your own words, simply and clearly. This is sometimes called *paraphrasing*. You can use words or short phrases taken directly from the author but not long phrases or sentences.

7 **Paraphrasing main ideas** Read and respond to the following items. Use your own words.

1. The main idea of the article is given in simple terms in the title and is better explained in paragraph F. In your own words, which is the main idea of this article?

_____

_____

2. Another key idea is the relationship between lifestyle, stress, and health. The article illustrates this by referring to the people of Ikaria. Explain how lifestyle affects stress and health, and use the Ikarian and modern-day urban lifestyles to illustrate it.

_____

_____

_____

_____



8 **Identifying supporting details** The writer of the article states opinions, which he supports with details or facts. In pairs, find the information supporting the author's opinions and make notes in the chart.

Opinion	Supporting Details
I think it goes without saying that stress is a major detriment to one's health.	*can contribute to heart problems, headaches, and high blood pressure* *can affect mental health, which can contribute to anxiety and depression*
However, that doesn't mean we should just do what we want all the time.	
At this critical junction in our lives, when many of us decide on a path that may end up as our personal norm for decades, we need to also consider how to manage our health in the long run.	
Our ambitions and dreams, as much as they drive us, may very well be our downfall.	

After You Read

9 **Thinking critically** Answer the questions and discuss your opinions in pairs or in a small group.

1. Corner offices are desirable because they have more windows, unlike typical offices, which have only one or even no windows at all. Since corner offices are mainly given to senior executives in a company, they are a symbol of success. With this in mind, what does the author mean when he writes about "giving up the corner office"?
2. How does the author feel about this? What word or phrase tells the reader how he feels?

10 **Thinking and discussing** Work in groups and answer the questions.

1. Read the list of everyday habits that have been proven to or may be detrimental to your long-term health. Then add your own ideas.

- eating junk food
- staying up late
- using cell phones

_____

_____

2. Decide which one of these habits you would be willing to give up to have a healthier life. Discuss your choice and give reasons for your answer.
3. Brainstorm healthier activities or habits that could replace the ones you are willing to give up. Discuss the pros and cons of these alternative activities.

READING 2 Delicious Food, Deadly Stoves

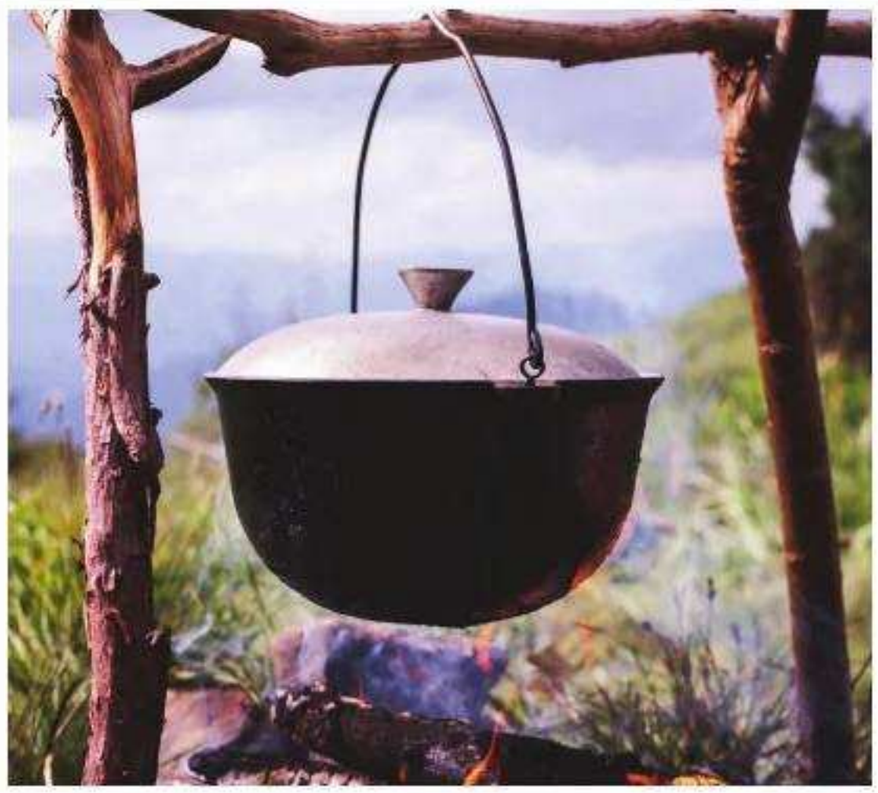
Before You Read

1 **Topic** Look at the images, think carefully about them, and discuss the following questions with a partner or in a small group.









1. Have you ever thought about the way that you cook can have a negative impact on the environment? In what way can cooking affect the environment?
2. According to research, animal products have a high environmental impact because of the large amounts of water, land, and food required to produce them. Which kinds of food can have a low environmental impact? Give some examples.
3. The food we eat is responsible for almost a third of our global carbon footprint (measurement of the amount of carbon dioxide that a person's activities produce). Which ways of cooking do you think are most responsible for that?
4. In your opinion, how important is people's awareness of planning, shopping, preparing, and cooking their food in an environmentally friendly way? Explain your views.

Skills Focus Headings

Strategy

Using Headings to Predict Content

Identifying the headings in an article is one form of predicting content. It improves comprehension by helping you see the organization and major ideas. Headings are usually two kinds: they present or illustrate the main idea of a section or give a small detail to attract the reader's attention. The ones that tell the main idea are the most helpful.

2 **Using headings to predict content** Read the headings in the body of the article *Delicious Food, Deadly Stoves* and answer the questions.

1. List the two headings in the body of the article.
   - **A** _____
   - **B** _____
2. Which heading tells the main idea of the section? Circle A or B.
3. Which heading gives a small detail to attract the reader's attention? Underline A or B.
4. Judging from the headings, what do you think you will read about in those sections?
5. Which kind of heading is the article's main title, *Delicious Food, Deadly Stoves*? Based on the title, what do you expect to read about?

Skills Focus Point of View

Strategy

Understanding Point of View

A piece of writing presents ideas about a certain subject. It may also present a certain attitude or point of view about the subject. The point of view may be positive, in favor of the person, place, or thing being talked about. On the other hand, it may be negative, against it. The third possibility is a point of view that is somewhere in between and shows both positive and negative aspects of the subject.

3 **Skimming for the point of view** The title of the following article suggests that we will read about food and the dangers of certain cooking equipment. But what point of view does the article express about these dangers? Skim the reading text to identify its point of view. Then put a check in front of the statement below that best expresses the article's point of view.

1. _____ Attempting to help people in developing countries by supplying new cookstoves benefits the environment and the women cooking for their families.
2. _____ Attempting to help people in developing countries by supplying new cookstoves has proved to be more harmful to the environment and has no benefit for the women cooking for their families.
3. _____ Attempting to help people in developing countries by supplying new cookstoves may or may not have the intended benefits for the environment and locals, but is nevertheless an honorable goal.

While You Read

4 **Reading** Read the article *Delicious Food, Deadly Stoves*. Then reflect on and compare your answers in 2 and 3 with the information in the article.

Delicious Food, Deadly Stoves



A Many savvy travelers and food connoisseurs appreciate international cuisine and the people who keep the methods of preparation alive, both in world capital restaurants and their regions of origin – the more obscure the better. Not many know that, in developing countries, where many of our most delicious dishes originate, those making the food are often, just by dint of being in the kitchen, in grave danger. Just under 40% of the world's population, about three billion people, cook indoors using open fires or other elementary techniques, often burning wood, charcoal, or dung (the undigested waste of plant-feeding animals) for fuel. These traditional cookstoves, utilizing inefficient combustion methods, lead to smoky kitchens and smoky lungs. Pneumonia, lung cancer, heart disease, and other ailments caused by indoor air pollution kill four million people every year, according to the World Health Organization, about as many as malaria and tuberculosis combined. The number disproportionately affects women, who do most of the cooking, and the children whose care they are responsible for.

B In 2010, urged by such high-profile advocates as then Secretary of State Hillary Rodham Clinton and actress Julia Roberts, the United States pledged in the years that followed $105 million to combat the problem. The Global Alliance for Clean Cookstoves distributed most of these funds to public health workers to replace traditional cookstoves with "clean cookstoves," fitted with chimneys that direct smoky air out of the kitchen.

The Pros of Clean Cookstoves

C After supplying the clean cookstoves, which cost $100 to $150 each – more than the average annual per capita income in many poor villages – researchers collected data about the use and effects of the new stoves. The studies tracked emissions by testing the air around the stove for the presence of carbon. They also tested efficiency by calculating how much wood the new stove burned. Researchers found evidence of reduced carbon emissions, which could lessen the effects of climate change, including decreased rainfall and rapidly melting glaciers. The new stoves might also require less wood to be burned, thus enabling women to spend less time gathering wood and other biomass fuels, and tending to personal and social needs that allow a family to prosper.

Good Intentions Up in Smoke

D Unfortunately, studies that challenge the value of clean cookstoves have also been released. One entitled "Up in Smoke" by a team of researchers from Harvard University and MIT, which studied the habits of 2,600 households in 44 Indian villages, claims to have found evidence that clean cookstoves release more pollutants into the air than the ones they seek to replace. The study also discovered that the clean cookstoves, which are quite expensive, are not used often and are sometimes discarded entirely when they are merely in need of simple repairs.

E It is difficult to judge the habits of other cultures especially when it comes to issues of health, but it is a noble goal to want to address the hardships of those in need.

5 **Getting the meaning of specialized terms from context** Read the phrases from the reading text in the column on the left. Match the underlined words with the correct definition in the column on the right.

Phrases		Definitions
1. These traditional cookstoves, utilizing inefficient <u>combustion</u> methods, lead to smoky kitchens and smoky lungs.	_____	**A** for each person
2. Pneumonia, lung cancer, heart disease, and other <u>ailments</u> caused by indoor air pollution kill four million people every year...	_____	**B** substances that harm the environment
3. After supplying the clean cookstoves, which cost $100 to $150 each – more than the average annual <u>per capita</u> income in many poor villages...	_____	**C** the process of burning
4. ... enabling women to spend less time gathering wood and other <u>biomass</u> fuels...	_____	**D** plant waste used as fuel
5. ... clean cookstoves release more <u>pollutants</u> into the air than the ones they seek to replace.	_____	**E** illnesses

After You Read

6 **Recalling information based on what you have read** Complete the sentences with the missing words from the text.

1. Many of our delicious dishes originate in _____.
2. About three billion people cook _____ using open fires or other elementary techniques.
3. Diseases caused by indoor air pollution affect mainly _____ who do the cooking or stay around the kitchen.
4. Researchers who collected data from the use of new stoves found that reduced carbon emissions will lessen the effects of _____.
5. Studies found that _____ release more pollutants into the air than expected.

Language Focus Recognizing Synonyms

Synonyms are words with similar meanings like *fast* and *quick*. You can enrich your vocabulary by learning and using synonyms. This will also add variety and interest to your speech and writing.

7 **Recognizing synonyms** Read the words and find their synonyms in the article. Can you use these synonyms in a sentence?

Vocabulary Word	Synonyms
1. sharp, smart (A)	_____
2. unknown (A)	_____
3. excessively (A)	_____
4. supporters (B)	_____
5. promised (B)	_____
6. succeed, thrive (C)	_____
7. thrown away (D)	_____
8. honorable, worthy (E)	_____

Skills Focus Continuum

Strategy

Organizing Information Using a Continuum

One way of organizing information is to rank it (put it in order) by showing the relationship between different items on a continuum. A continuum is a diagram, like the one shown in the following activity, which shows different amounts or degrees of something; in this case, it illustrates the degree of danger in different cooking modes.

8 **Ranking cooking equipment on a continuum** Work with a partner to rank the following indoor cooking equipment from least dangerous to most dangerous for people's health. Write them on the continuum. Then compare your work with that of the rest of the class.

- Wood, charcoal, or dung-burning cookstoves with a chimney
- Traditional cookstoves that burn dung
- Traditional cookstoves that burn charcoal or wood
- Cookstoves that burn liquid fuels
- Electric stoves



9 **Take a stand: agree or disagree?** Work in a small group. Read the following statements and choose one that you all have the same opinion on (either *for* or *against*). With your group, write a list of reasons that support your stand on the statement. Be prepared to defend your position to the class.

1. People in the developing world should be left to cook their food using any equipment they want.
2. The cooking methods and equipment of developed countries are more harmful to the environment than those of less developed countries.
3. The only option that benefits both people's health and the environment is to eat raw food such as fruit and nuts.
4. Microwave ovens are the best alternative for cooking food.

WRITING Habits of Happiness

1 **Topic** Look at the images. Reflect on what you see and discuss the following questions.



1. What do these images have in common?
2. What situations make you feel happy, anxious, depressed, or sad?
3. Do you think people from different cultures measure happiness differently? Why? Why not?
4. In your culture, do people value most their individual desires or the common good? How would you explain that?

2 **Thinking and predicting** Look at the following title and think about the kind of ideas and information you would expect to find in the article. Make notes next to two or more of the listed items (A–D) and add your own ideas in E.

A happiness in Western cultures _____

B happiness in Eastern cultures _____

C depression _____

D globalization _____

E other: _____

3 **Reading** Read the article and compare it with your ideas in 1 and 2.

Habits of Happiness

A Happiness is measured differently by different cultures, we are told. Traditional Eastern cultures value the group more highly than the individual self and children are raised to believe that they will be happy once they learn to place social harmony over their own individual desires and ambitions. In the West, and other advanced societies, happiness is perceived as an individual pursuit, a reward for self-actualization. However, I don't believe the situation is as clear-cut as all that.

B Western Washington University professor Dana Jack, who has conducted extensive research into the field of depression and gender, has discovered a surprising constant across cultures. A great majority of people all over the world, across cultures, in the West and the East have been found to suffer from depression for similar reasons. Jack's findings are derived from a scale she devised after studying clinically depressed women. The scale, which has been administered to women in many languages across various national and ethnic groups, asks subjects to identify instances in which they feel they present false notions of the self, especially for the sake of a family member, peer, spouse, or child. Across the board the subjects who admit to presenting a sense of falseness, which Jack describes as "silencing the self," also exhibit signs of clinical depression.

C Perhaps such a cross-cultural consistency is the mark of a newly globalized age when no matter where we live, we find ourselves subjected to the same barrage of advertising images, through television, movies, and billboards. Perhaps cultural differences are eroding and we all live in the same globalized village, filling out the same Facebook pages and Instagram messages. Or perhaps there has always been more consistency in the habits of happiness than we assumed.

D Even in the West, researchers have found that happiness is derived, first and foremost, from close, loving relationships. People are, for the most part, happier in a group than by themselves. Yet being with others is not always easy or emotionally healing. Conflicts arise; sickness and misfortune may debilitate those to whom you wish to be close. Such incidents drain your own energy and happiness, unless perhaps there is a cross-cultural version of happiness that is based on the concept of self-sacrifice.

4 **Reading again** Read the text in 3 again. Then reflect on and answer the following questions. Work in pairs or in small groups.

1. What question is the article trying to answer?

A Can people be happy in our days?

B Is happiness culture-bound?

C Can happiness be easily measured?

2. What is the topic of paragraph B?

A research findings on the source of women's depression

B the role that family members play in depression

C the signs of clinical depression

5 **Reading and writing the topic** Now write the topic of the next two paragraphs in the text in your own words. Compare your answers with a partner or in a group.

Paragraph C: _____

Paragraph D: _____

Skills Focus Distinguishing Between Fact and Opinion

The distinction between fact and opinion is not often clear. Events taken to be common knowledge (Earth revolves around the sun), statements supported by scientific evidence (some studies show that vitamin C may be good for our health), or statements about something that can be confirmed (Bangkok is the capital of Thailand) are generally taken to be facts. Beliefs expressed by only one person are usually considered to be opinions, unless the person is judged to be an expert or authority on the matter (hamburgers are unhealthy).

6 **Distinguishing between fact and opinion** Which of the following statements from the article do you think are facts and which ones are opinions? Why? Write F in front of the facts and O in front of the opinions. Compare your answers with those of your classmates. Line numbers are given so you can examine the contexts.

1. Traditional Eastern cultures value the group more highly than the individual self. (lines 1–2)

2. In the West, and other advanced societies, happiness is perceived as an individual pursuit, a reward for self-actualization. (lines 4–5)

3. However, I don't believe the situation is as clear-cut as all that. (line 6)

4. Western Washington University professor Dana Jack, who has conducted extensive research into the field of depression and gender, has discovered a surprising constant across cultures. (lines 7–9)

5. Perhaps cultural differences are eroding and we all live in the same globalized village, filling out the same Facebook pages and Instagram messages. (lines 20–21)

6. Or perhaps there has always been more consistency in the habits of happiness than we assumed. (lines 21–22)

7. Even in the West, researchers have found that happiness is derived, first and foremost, from close, loving relationships. (lines 23–24)

8. Yet being with others is not always easy or emotionally healing. (lines 26–27)

7 **Thinking critically** **Consider the following and make notes in your notebooks.**

1. What words or phrases does the author of *Habits of Happiness* use to:

- express opinion?
- state facts?
- mention other viewpoints?

2. What is the main point the author is trying to make? Is his or her opinion expressed explicitly (obviously) or implicitly (suggested but not given directly)? Did you have to infer meaning? Explain.

3. What arguments does the author present to support his or her point of view?

4. Does the author provide details to support his or her arguments? What are they?

Skills Focus The Structure of an Opinion Essay

Writing an Opinion Essay

An opinion essay is written for one reason – to state an opinion and prove it.

Your opinion essay should have the following structure:

1. an introductory paragraph that states the main idea of your essay, in other words the point you are trying to prove. This paragraph should include your thesis statement and your arguments (the reasons why you believe this statement is true).
2. a main body that consists of three or four paragraphs. Each paragraph should present one of the arguments you stated in your opening paragraph and should include details and examples that support the argument.
3. a conclusion that summarizes or restates your thesis statement, or opinion, using different words to highlight your agreement or disagreement with the topic.

8 **Identifying an opinion essay** **Use the features provided in the Skills Focus box to identify which of the following introductions belong to an opinion essay.**

A I get the feeling that every girl's dream is to become a model. They wish to be as attractive as the models they see on different online and offline channels. Young girls usually get obsessed by this desire and treat being thin as a very important feature of who they are. Most of them go through the teen years aiming to look this way. They exercise and try different diets, and compete with each other to see who lost the most weight in the least amount of time. Young girls' obsession with their looks has resulted in several eating disorders. More and more health professionals are trying to treat the lack of self-esteem in young girls and other related issues.

B Many of today's health problems can be summed up under one umbrella: obesity. Obesity is linked to heart disease, diabetes, high blood pressure, and even cancer. So what can be done? Experts have given many suggestions, ranging from increasing physical activity to eating different food combinations or eating at specific times of the day. But I, for one, agree with those who argue in favor of less fast food. The processed ingredients in fast food increase obesity. Their additives have been said to increase appetite. Then there is the whole fast food culture, which encourages people to eat fast and hence more. Therefore, the best way to combat obesity is to reduce fast food consumption.

C Friendship is changing. It is different from what it was just a decade or so ago. In this modern, connected age with its interactive games and social media, there are many exciting opportunities to meet potential new friends or stay in touch with old ones. But are these digital friendships the real thing? Well, they have one thing in common with the traditional friendships we know: just like them, they have their pros and cons.

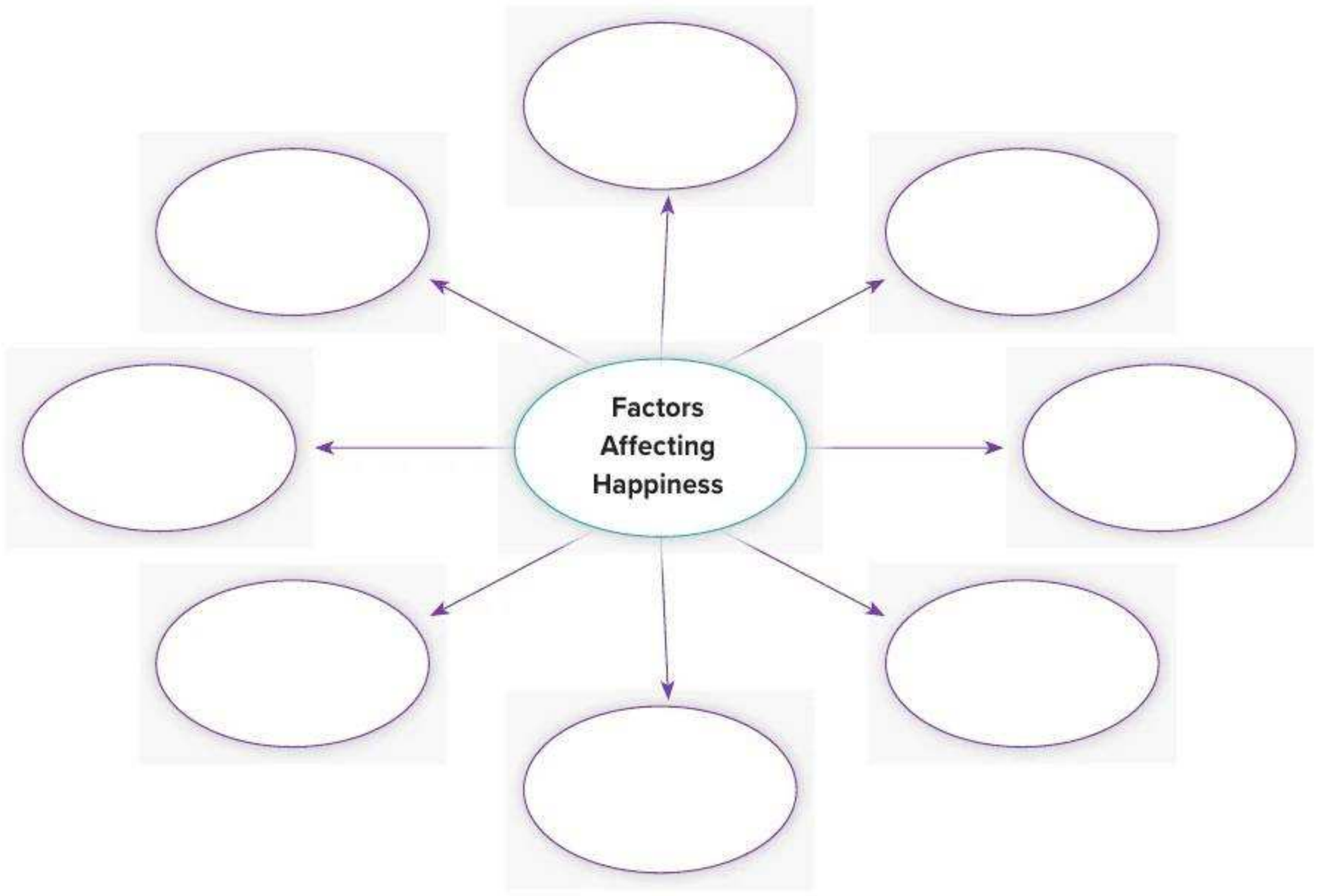
Skills Focus The Writing Process for an Opinion Essay

Strategy

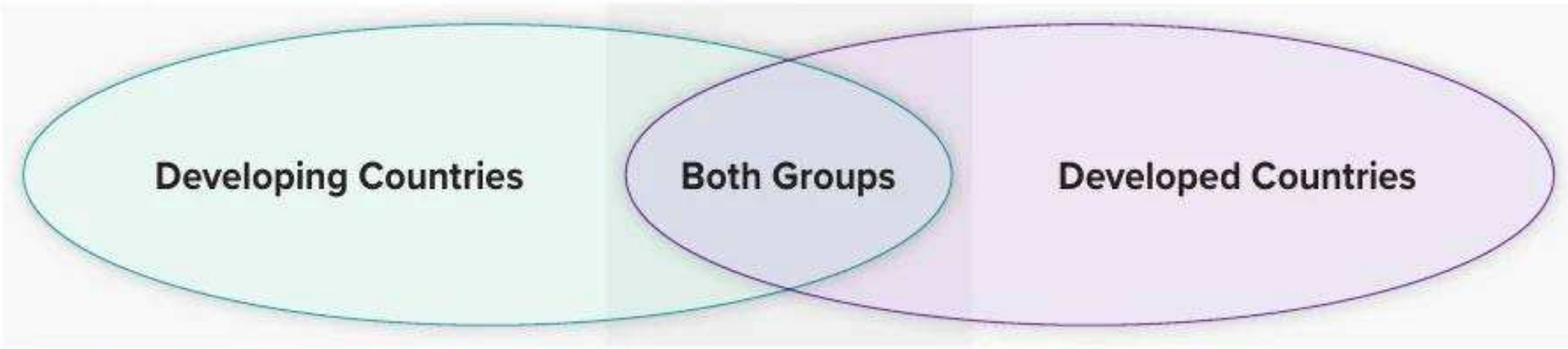
Planning and Writing an Opinion Essay

1. Work with a partner and brainstorm to find all the ideas you can on the topic. Make a list of them in any order.
2. Use a graphic organizer to organize these ideas and clarify your thoughts on the topic.
3. Choose the idea you like best, the main idea that expresses your opinion on the topic, and write one sentence that states this opinion clearly.
4. Make a list of at least three arguments that support or illustrate your opinion.
5. Research evidence to support each of your arguments.
6. Devote one paragraph in the body of your essay to each argument. Start each paragraph with a topic sentence that sums up your argument.
7. Use the appropriate linking words/phrases to connect your ideas and sentences.
8. Include a paragraph presenting the contrasting viewpoint, and explain why it isn't convincing enough.
9. Plan the introduction and the conclusion of your essay.

9 **Brainstorming** You are going to write an opinion essay about how the customs and lifestyles of people in developed and developing countries may affect their happiness. Brainstorm ideas and make notes in the mind map.



10 **Using a Venn diagram** Organize your notes from 9 in a Venn diagram. Write how customs and lifestyles in developing countries affect happiness in the left circle and how customs and lifestyles in developed countries affect it in the right circle. If you think there are facts that both groups share, put them in the middle. Discuss the similar points.



11 **Drafting your essay** Use your notes in 9 and 10 and the guidelines and steps outlined in the Skills Focus boxes to draft your opinion essay. Read through your draft and make corrections.

12 **Drafting and editing 1: peer review** Read your own draft once again before you hand it over to your fellow student. Exchange drafts with a partner to review and edit. Use these steps to help you.

Content and Meaning

- Is the writer's opinion on the topic presented clearly?
- Does the writer have clear arguments that support or illustrate his or her opinion?
- Are the arguments supported by facts and examples?
- Are the sentences linked to each other with the appropriate linking words?
- Can you move easily from one idea to the other?
- Should more supporting details be added?
- Does the conclusion summarize or restate the writer's opinion?
- Are there sections or sentences that need to be rewritten?

Form

- Punctuation
- Spelling
- Grammar (grammatical accuracy)
- Vocabulary (lexical accuracy)
- Variety of sentences
- Transition (connecting words)

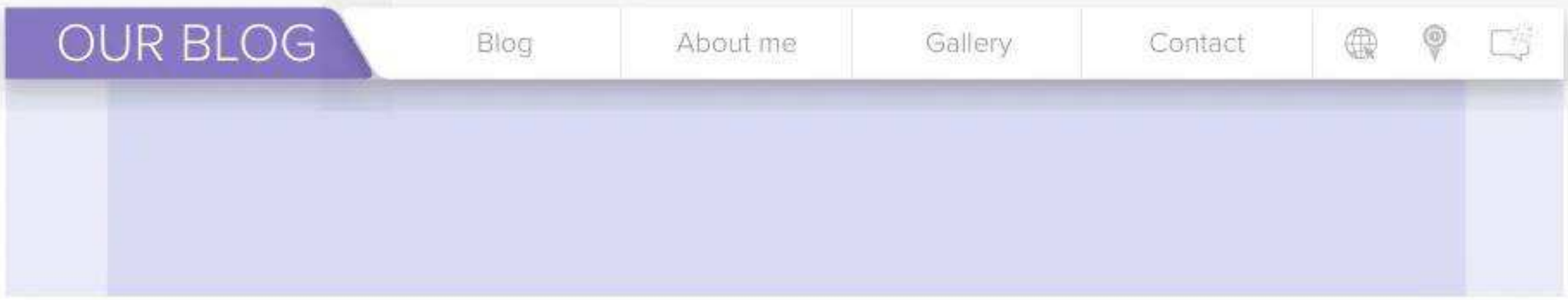
13 **Drafting and editing 2: peer review** Read the comments that your partner has made on your first draft and make corrections. Exchange second drafts and review changes, corrections, and improvements.

14 **Editing, rewriting, and finalizing** Check through your second draft, rewrite, and finalize your essay.

15 **Thinking critically** Think about the following statements. Do you agree or disagree? Please use reasons, examples, or evidence to support your opinion.

- There are only moments of happiness in life.
- Happiness comes from within.
- You are responsible for your own happiness.

16 **Blogging** Post your opinions on OUR BLOG or OUR BLOARD (a board or other surface in class that you can post comments or other work on). Comment on each other's opinions.



SELF-EVALUATION

Reflect on your learning and assess your progress. Read and circle the number that represents your progress. Use the key below.

5 outstanding **4** very good **3** satisfactory **2** limited **1** unsatisfactory

READING					
I can interpret images and make creative comments.	5	4	3	2	1
I can answer questions using what I know about a topic.	5	4	3	2	1
I can brainstorm and recall words and phrases related to a topic.	5	4	3	2	1
I can use the opening statement to understand the topic of a paragraph.	5	4	3	2	1
I can paraphrase the main idea of a reading text.	5	4	3	2	1
I can identify compound words.	5	4	3	2	1
I can identify supporting details.	5	4	3	2	1
I can use headings to predict content.	5	4	3	2	1
I can distinguish between opinions and facts.	5	4	3	2	1
I can skim to find the writer's point of view.	5	4	3	2	1
I can organize information using a continuum.	5	4	3	2	1
I can identify an opinion essay.	5	4	3	2	1
VOCABULARY					
I can understand vocabulary from context.	5	4	3	2	1
I can get the meaning of specialized terms from context.	5	4	3	2	1
I can recognize synonyms.	5	4	3	2	1
GRAMMAR					
I can effectively connect sentences to each other using grammatical (and lexical) cohesion.	5	4	3	2	1
WRITING					
I can paraphrase main ideas.	5	4	3	2	1
I can structure an argument in favor of my opinion.	5	4	3	2	1
I can use a Venn diagram to compare and contrast two items or ideas.	5	4	3	2	1
I can efficiently support the main idea of my opinion essay with arguments and details.	5	4	3	2	1
I can draft, edit, redraft, and finalize written work.	5	4	3	2	1
I can review and comment on written work.	5	4	3	2	1
RESEARCH AND DOCUMENT					
I can search and find relevant sources on the Internet.	5	4	3	2	1
I can evaluate and select sources and data.	5	4	3	2	1
I can use data selectively to create my own document.	5	4	3	2	1
I can cite references that I used in my research.	5	4	3	2	1

Image Credits

2–3 (l-r, t-b)Helen Sushitskaya/Shutterstock, (2)sdecoret/Shutterstock, (3)nd3000/Shutterstock, (4)Gorodenkoff/Shutterstock, (5)everst/Shutterstock, (6)Alekseylvanov/Shutterstock, (bkgd)vitstudio/Shutterstock; **4** (tl)antoniodiaz/Shutterstock, (tr)sirtravelalot/Shutterstock, (c)Kraphix/Shutterstock, (bl)stockfour/Shutterstock, (br)oneinchpunch/Shutterstock; **6** (c)Doggygraph/Shutterstock; **7** (tl)SpeedKingz/Shutterstock, (tr)NadyaEugene/Shutterstock, (c)Halfpoint/Shutterstock; **8** (t)Monkey Business Images/Shutterstock, (cr)FamVeld/Shutterstock, (b)kentoh/Shutterstock; **10** (cl)Robert Kneschke/Shutterstock, (cr)JoHo/Shutterstock, (bl)Rawpixel.com/Shutterstock, (bc)Mark Nazh/Shutterstock, (bl)VGstockstudio/Shutterstock; **12** (cr)George Rudy/Shutterstock; **13** (bl)Halfbottle/Shutterstock, (bc)kitty/Shutterstock, (br)Irina Polonina/Shutterstock; **14** (c)Food Travel Stockforlife/Shutterstock; **15** (cl)Maxplay photographer/Shutterstock, (cr)SpeedKingz/Shutterstock; **17** (b)Andrey_Popov/Shutterstock; **22–23** (t)charleschen/Shutterstock, (b)anek.soowannaphoom/Shutterstock; **24** (t)ESB Professional/Shutterstock, (c)chuyuss/Shutterstock; **26** (c)oneinchpunch/Shutterstock, (br)pajtica/Shutterstock; **27** (r)Image Source, all rights reserved.; **30** (l-r, t-b)Ditty_about_summer/Shutterstock, (2)Alexander Image/Shutterstock, (3)Image Source/Cavan Images, (4)Piotr Kuczek/Shutterstock; **31** (l)Thanya Jones/Shutterstock, (c)huangcolin/Shutterstock, (r)Aigars Reinholds/Alamy Stock Photo; **36** (l)Perry Mastrovito/Getty Images, (tc)MNStudio/Shutterstock, (c)Spaces Images/Blend Images LLC, (r)Songquan Deng/Shutterstock; **37** (r)McGraw-Hill Education; **42–43** (tl)Comstock/Getty Images, (tr)Vasyl Shulga/Shutterstock, (bl)Kwame Zikomo/Purestock/Superstock, (br)SFIO CRACHO/Shutterstock; **44** (tl)Jamie Lamor Thompson/Shutterstock, (tr)katatonia82/Shutterstock, (cl)Erik Isakson/Blend Images, (cr)Anton_Ivanov/Shutterstock; **46** (tr)Juice Images/Alamy, (br)Purestock/SuperStock; **50** (tl)Maria Pomelnikova/Shutterstock, (tr)Silver Wings SS/Shutterstock, (cl)l i g h t p o e t/Shutterstock, (cr)Mohd Nasri Bin Mohd Zain/Shutterstock; **51** (br)travellifestyle/Shutterstock; **53** (tr)Bobkov Evgeniy/Shutterstock, (cr)Mihai_Andritoiu/Shutterstock; **58** (tl)Flashon Studio/Shutterstock, (tr)Vassiliy Kochetkov/123RF, (cl)Corneliu LEU/Shutterstock, (cr)LightField Studios/Shutterstock; **62-63** (l-r, t-b)Wavebreakmedia/Shutterstock, (2)Liderina/Shutterstock, (3)John Smith/Fancy/Glowimages, (4)chippix/Shutterstock, (5)Glow Images, (6)Thinkstock/Alamy Stock Photos, (7)Everett Collection/Shutterstock, (8)Stokkete/Shutterstock; **64** (tl)Dragon Images/Shutterstock, (tr)Sorapop Udomsri/Shutterstock, (cl)DGLimages/Shutterstock, (c)Kaspars Grinvalds/Shutterstock, (cr)Leah Warkentin/Design Pics; **65** (br)Speed Kingz/Shutterstock; **66** (tr)Juice Images/Alamy Stock Photo, (c)Zivica Kerkez/Shutterstock; **77** (l)Maridav/Shutterstock, (r)FamVeld/Shutterstock; **82–83** (l-r, t-b)stockbroker/123RF, (2)Caia Image/Glow Images, (3)Tom Merton/Ojo Images/age fotostock, (4)Evgeny Atamanenko/Shutterstock, (5)Sean Locke Photography/Shutterstock, (6)mangostock/Shutterstock, (7)Image Source, all rights reserved.; **84** (tl)Rocketclips, Inc./Shutterstock, (r)Motortion Films/Shutterstock, (cl)Syda Productions/Shutterstock, (bc)Kate Kunz/Glow Images; **86** (c)Marian Weyo/Shutterstock; **87** (r)wavebreakmedia/Shutterstock; **88** (b)Purestock/SuperStock; **90** (tl)Image Source/Cavan Images, (tr)nd3000/Shutterstock, (cl)Shutterstock, (cr)Paranamir/Shutterstock; **92** (t)Svetlana Eremina/Shutterstock; **95** (bl)kurhan/Shutterstock, (bc)Flamingo Images/Shutterstock, (br)ERproductions Ltd/Blend Images LLC.

Other images: audio, focus, strategy icons McGraw-Hill Education, **globe icon** Martial Red/Shutterstock, **internet icon** phipatbig/Shutterstock, **chat icon** Nizwa Design/Shutterstock, **torn paper** 89studio/Shutterstock.

Text Credits

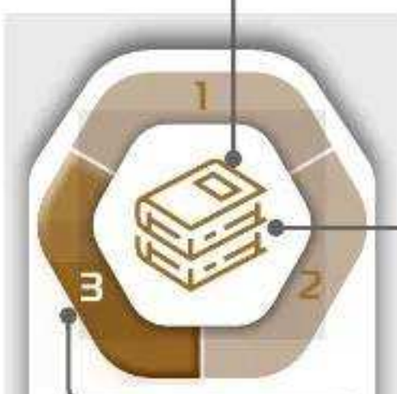
18 Moyer, Jane, "The Truth about MultiTasking," excerpt from Leaders Lab: 66 Ways to Develop Your Leadership Skill, Strategy, and Style. Copyright ©2016 New Century Leadership LLC. All rights reserved. Used with permission.; **45–47** Source: From The Last Lecture by Randy Pausch, with Jeffrey Zaslow. Copyright Â© 2008 by Randy Pausch. Reprinted by permission of Hyperion. All rights reserved.; **86–87** Brennan, James, "Fun? It'll Cost Ya," Michigan Daily, April 7, 2013. Copyright ©2013 James Brennan III. All rights reserved. Used with permission.

Student Notes

Student Notes

Cover label guide

Cycle 03 Color



Icon indicates the book type (**Example, Course book**)

Number 3 has been shaded to represent the **volume of Course book**

Number 9 Shows grade level

Shows stream type

- Course book
- Activity book (workbook)
- Reading book (Arabic, social)
- Interactive Student Guide (Math)
- Activity Lab Manual (Science)
- Teacher Guide

Ministry of Education
Call Centre
For Suggestions Inquiries
& Complaints

80051115

www.moe.gov.ae

Info@moe.gov.ae